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TIMES PAST — THE TIMES

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Brave new Bedford?

The supporters of a merger between Bedford and Royal Holloway colleges, in Senate House as well as in the two colleges, seem to be determined to push through their plan as quickly as possible. Such speed may be less necessary than they think and may even damage the prospects for an orderly merger that attracts the greatest possible degree of support within Bedford. After all the rationalization of the University of London is not some Falkland Islands crisis in which the only opportunity to take decisive action is some elusive "window" that once missed will never open again.

The difficulties Bedford faces are of course serious and urgent. The college lacks any substantial assets to bridge the gap between its much reduced grant and its commitment to no compulsory redundancies. The alarming consequence is an overdraft that is climbing towards the £1m agreed by the college's bankers. The present crisis is compounded by a past history of underfunding from Senate House and a future prospect of expiring leases that can probably only be renewed at much greater cost.

Yet this accumulation of Bedford's woes is a reason for taking the college's dilemma very seriously indeed rather than a pretext for precipitate action. It makes it more rather than less important to get the final decision about Bedford's destination right. After all this decision has not only to look good and tough in today's panicky circumstances but to be able to attract as much support within the college as possible and also to endure. It is not yet clear that the proposed merger with Royal Holloway fulfills these two latter conditions. Any slight delay which led to a more wholehearted consensus in favour of the move to Egham and/or allowed a thorough examination and careful weighing of all possible future destinations for Bedford would be time well spend rather than wasted. In any case a move to Egham cannot of itself solve Bedford's immediate problems. It is unrealistic to expect to start the move this summer even if full agreement is quickly reached. The merger could not be successfully accomplished for several years. So some interim rescue plan is anyway inevitable.

Perhaps too little attention has been paid by the supporters of the merger to the need to win over their doubting colleagues. Crisis meetings and abrasive management do not contribute to the consolidation of consent. The unfortunate result has been to harden the division within Bedford. It became too easy to see the debate about the move to Egham in black and white terms as a battle between on the one hand the academic and administrative leaders of the college, and the scientists (encouraged by some rather indiscreet cheering from Senate House) and on the other the arts departments, the students, and most of the lower-grade non-teaching staff.

In the last week or so that stark polarity has been weakened because some people on the arts side have reluctantly and tentatively come round to supporting the merger, but this may have the sad effect of increasing the opposition and alienation of those who continue to oppose the move to Egham. An amalgamation between two colleges 20 miles apart with their individual and even exclusivist traditions would be tricky enough even it it was generally supported: against a background of mistrust and division it will be very difficult indeed to accomplish a successful merger and lay the foundations of a new college at Egham with institutional coherence and high academic morale.

This must be the goal. Bedford must be able to move to Egham with a reasonably secure faith in a good future for the merged college, rather than in a mood of demoralized acquiescence that the alternative would have been even more unpleasant. So it is not sufficient proof of the case for a merger with Royal Holloway to emphasize continually how unpalatable the other options are – how continued independence could only be bought at the heavy price of redundancies now and chronic insecurity in the future, how a merger with Westfield even if one were available would produce an institution heavily biased towards the arts and social sciences and probably still "marginal" in the perspective of Senate House, how a merger with King's is neither feasible nor really on offer.

Instead the emphasis should be placed on answering the entirely legitimate worries raised by the proposal to move to Egham. Will a suburban Surrey campus, however well stocked with trees, be able to attract students and retain staff as successfully as a central London college? Is there a danger that intercollegiate associations will atrophy? Further in the future, how can continuing education develop successfully in the semi-rural hinterland of the Green Line bus?

Most important of all, will the university and indirectly the University Grants Committee provide enough money to make the merger work? The Egham site offers great potential but that potential cannot be realized if Bedford and its successor college continue to be underfunded. A great deal must depend on the university's real motives for encouraging the merger; does it represent a genuine commitment to building up Egham as a major university site, or is it merely an aspect of the university's traditionally less than generous attitude to the smaller ex-womens colleges?

A merger with Royal Holloway may be the best bet for Bedford. Perhaps it is safe to go so far as to say it probably is the best bet. But this has not yet been proved publicly and persuasively to the people who matter. Nor does it yet appear that the university has made the necessary long-term financial commitment to make the merger a success. Thirdly, the merger does not seem to have been considered in the context of the long-term development of higher education in the London region (as opposed to the medium-term rationalization of London University). The universities' flight from the cities in the 1960s is now regarded as a sufficiently baleful phenomenon to make it necessary to pause before indulging in it further. All three aspects, consent, money, and a proper planning perspective, need to be more thoroughly examined before it is safe to say categorically that a merger with Royal Holloway *is* Bedford's best bet.

Keep it local

Sir Keith Joseph has already undertaken one megalithic reorganization of an important part of the social state, the National Health Service in the 1970s. It was not a success and the NHS has just been re-reorganized. Sir Keith should be discouraged from undertaking another megalithic reorganization, this time of the education service. For this would be the effect of the Government's proposal to pay for most of the expenditure on education by means of a specific central grant rather than as at present through the traditional (and unspecific) combination of local authority rate income and rate support grant. However limited the present objective, to allow promises to cut rates to be kept in the shires and suburbs, such a change would amount to a revolution in English education and upset the balance between local and national interests which has always appeared such a happy and creative compromise.

This is not just an issue for the schools. In fact creeping centralization has proceeded furthest in further and higher education. The first is more and more guided by national priorities established by the Manpower Services Commission rather than by locally determined needs. The second is slowly slipping out of the hands of local control. Both developments have bad as well as good aspects and the balance between the two has never been properly debated.

What is perhaps most remarkable is that the present plan should have apparently made such successful progress under a Government so powerfully committed to rolling back the frontiers of the state. Under a rightish Labour government with much greater faith in the virtues of centralized bureaucratic power it would have been no surprise. Its success is yet another sign of how independent of politicians policy can become. The bizarre result is that Sir Keith Joseph, traditionally thought of as Mrs Thatcher's ideological "minder", has been persuaded to espouse a policy that would concentrate power in the hands of the professional cadres of Whitehall, a group towards whom Mrs Thatcher and her colleagues have displayed a heavy and even menacing suspicion.

The objection, of course, is not that the civil servants will become over-mighty in the exercise of their enlarged power but that they will do rather little with it. The British civil service is an excellent instrument of administration but it is a feeble source of creativity. Indeed it tends to define policy almost entirely in terms of sound administration, a mistake its French counterpart would never make.

Whatever its failings and absurdities, and it has plenty of both, local government is not a comfortable home for sound but soulless administration. Councillors are too nosy and cannot so easily be seduced by red boxes as ministers of all parties appear to be. There is a splendid tradition of active and creative chief education officers who have seen their role in broad and human (and educational) terms in contrast to the constricted role of administering resources naturally adopted by civil servants. Schools and colleges have been too close and too pressing to be reduced to drafts and minutes and statistics. Most important of all, there are many local authorities and only one Department of Education and Science and one Secretary of State.

The balance between the State and the people, and all the intermediaries whether private or public, is of course a profound constitutional question. The motives behind the Government's present plan are shallowly partisan, an attempt to convince selected ratepayers that there is such a thing as a free lunch. Fortunately there is no need to be either profound or partisan to settle this question. All that is necessary is to compare the performance of the National Health Service, administered centrally by a series of ascending and descending quangos, with that of the education service which has been administered by a balanced constitution of national and local interests. By any test, labour productivity, customer satisfaction, public reputation, ability to restrain professional self-interest, education comes off as well and probably better than health. "Democracy may only be worth two cheers, and local democracy perhaps only one at times, but this is still one cheer more than quangocracy or bureaucracy deserve.

Laurie Taylor

"Well, I think that all members of committee A must be grateful to the representatives of the Association of University Teachers for the clear and comprehensive way in which they have outlined their case for a 14 per cent salary increase."

Cries of "Hear hear!".

"May I now call upon the representative of the CVCP to make an opening response to the case which has, as I say, been ably presented by the AUT."

"Yes, thank you sir. May I first join with you in expressing gratitude for what you so rightly describe as the clear and comprehensive manner in which the claim for a 14 per cent increase has been made. One might wish that other negotiations of this type were characterized by such erudition and subtlety of expression."

Cries of "Indeed, indeed!".

"We, on our side – and I hope, as always, that I may use the term 'side' without any adversarial connotations"

Cries of "Certainly". "Why not."

"We, on our side are fully aware of the very real sacrifices which many university departments and individual academics have recently made in order to preserve the financial integrity of their own institutions. This wholly admirable response to the new economic climate deserves nothing less than the fullest recognition."

Cries of "Nothing less than the fullest".

"We are also very much cognisant of what I believe was point 6 (2) in the opening remarks – namely the fundamental necessity to maintain differentials between pay in the polytechnics and the university sector. It would indeed be a bleak day for higher education in general if many of those who did identical work to university teachers but for longer hours and under less pleasant conditions were to receive comparable salaries."

Cries of "Absolutely!", "Who do those poly people think they are?"

"Neither do we have any wish to question the 12 per cent inflation figure cited by the AUT representative, or indeed the further 2 per cent erosion which it is claimed was caused by last year's pay settlement. These figures speak for themselves, and it is certainly on one's wish on our side to challenge the statistical basis upon which they reside."

Cries of "Speak for themselves".

"We are also deeply conscious of the fact that an increase of rather more than 14 per cent – perhaps 17 per cent, even 18 per cent – would be required in order to restore the real value of university salaries to that of October 1980. The self-restraint of the AUT in this respect has not gone unnoticed."

Cries of "Not gone unnoticed".

"It is indeed the recognition of all these matters which has prompted what we regard as a reasonable and proper response. Taking all things into consideration – and without beating about the bush – and with a proper sense of the need to adopt a cooperative and even conciliatory approach to this problem – we on our side are prepared, without any more delay, here and now, to make an immediate offer of NOTHING."

Deep silence.

Christopher Ball: pressing urgently for reform.

The Times Higher Education Supplement

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Anthony Giddens on Habermas, 11 / The economics of culture, 13 / *Peter Sedgwick on R. D. Laing, 14* / Social science after Rothschild, 8 and 32

NAB abandons course control for national plan

by Staff Reporters

The National Advisory Body will be asked this summer to consider a radical new strategy for polytechnics and colleges which could lead ultimately to a national plan for the whole non-university sector.

The key elements in this new strategy are likely to be:

- The traditional system of course-by-course approval will be superseded by a new pattern of scrutiny by broad subject groups or programmes and whole-institution reviews;
- The NAB will attempt a University Grants Committee-style planning and consultation exercise in which institutions, local authorities, and regional advisory councils will be asked to draw up future plans according to different scenarios, ranging from level funding up to 25 per cent cuts;
- Next year the NAB will draw up a national plan based on this exercise, which would not shrink from recommending the closure of institutions if this seemed the best way to preserve the overall health of the sector;
- Finally the NAB will offer advice, based on this plan, to the Government about the future financial needs of the colleges and polytechnics, with the hope that some of the planned cuts can be postponed or even cancelled.

This approach has been foreshadowed in two papers which have been considered by the regional group of the NAB board, one by Dr Edwin Kerr, chief officer of the Council for National Academic Awards, and the other by Mr John Bevan, secretary of the NAB. The latter was also discussed by the full board under the chairmanship of Mr Christopher Ball earlier this month.

The preliminary strategy outlined in Mr Bevan's paper, to move away from course approval to wider programme scrutiny by the autumn of 1984, was agreed. The paper is being redrafted and will be considered by the board at its next meeting on June 8, a clear indication of how urgent this reform is regarded within the NAB.

Dr Kerr has been asked to write a new paper elaborating his ideas about programme and institutional reviews, which will be discussed at the next meeting of the regional group later in June.

NAB planners believe that the traditional system of course-by-course approval must be abandoned for two main reasons: it is ineffective and random because it does not take account of how institutions actually manage their resources; and it is far too slow to cope with the present cuts emergency. Their doubts will have been reinforced by the criticism of the NAB since it agreed to investigate the 350 courses at present undersubscribed.

They accept that the NAB had no choice but to proceed on a course-by-course basis this autumn but hope that a development strategy firmly based on programme scrutiny will be in operation by 1984. Next year is likely to be an intermediate year, with decisions still based largely on courses but heavily influenced by the new broader concept of programmes of work.

Two issues remain to be resolved. The first is the definition of a programme – narrow as in the case of pharmacy or dietetics, or broad as in the case of primary teacher education? The second is whether the NAB should give further guidance apart from subject balance on the level and mode of courses.

Both will need to be thrashed out at the NAB's residential weekend meeting from October 1–3, so that a clear message can be sent to the polytechnics and colleges about the new strategy. The aim then will be to launch an accelerated planning cycle with the hope of influencing both the total and the distribution of the AFE pool in 1984–85.

The next stage in the embryonic strategy is that each polytechnic and college would be asked to put forward its own development plan according to a range of different resources "scenarios". Local authorities would review these plans and in cases where they maintained more than one college reconcile any inconsistencies.

These amended development plans would then be considered at a regional level, perhaps by existing regional advisory councils or possibly through a reformed regional structure. Ms Janey Rees, education secretary of the National Association of Teachers in Further and Higher Education and another member of the NAB regional group, is writing a third paper on this subject.

The time scale envisaged for this planning cycle is very tight. Institutions and local authorities might be given until the end of the year to produce their plans, with any regional scrutiny occupying the early months of 1983. The NAB board and committee would review these plans in the light of available resources during the late spring and summer of 1983, the whole process culminating in the publication of a national plan for the non-university sector in about September.

There is considerable nervousness

continued on page 2

Extra cost falls on worst-hit

The extra pension costs of paying for the thousands of retirements and redundancies should be met by those universities shedding most staff, rather than an equal levy on all, vice chancellors have decided.

This view, directly contrary to that held by the University Grants Committee, is likely to provoke bitter conflict within the Committee of Vice Chancellors and Principals, as it would mean enormous extra costs for universities like Salford and Aston hit worst in the cuts.

Last week's grant letters from the UGC, which contained no surprises, merely commented that the implications of the 3.8 per cent increase to the Universities Superannuation Scheme, were still being discussed with the Government.

On top of the 3.8 per cent increase, the USS has said there must be a further rise, which could be paid equally by all universities, or as a lump sum in respect of each staff member who retires or is made redundant. Most vice chancellors want to second option.

Meanwhile both the UGC and CVCP are pressing the Government to say they will provide more money to cover this "actuarial strain" on the grounds that it is part of the cost of restructuring.

Last week the UGC told the universities their recurrent grant allocations for 1982/3 and said that provisionally the Government had in mind a grant of £1,180m for 1983–84.

Twelve universities gained money or student number increases over the July 1981 allocations but they were very small. They were Bradford, Exeter, Hull, Kent, Nottingham, Salford, Southampton, Surrey, York, Bangor, Stirling and Strathclyde.

In all the changes amounted to 350 extra places, mainly in science, and the total extra cash amounted to £2.8m.

The letters made it clear the UGC will not penalize universities which attract income from outside but they will be hard on those which exceed student targets. They will lose part of their fee income which would otherwise have been supplemented.

The UGC said it was concerned that the random leaving of staff would not result in academic imbalance. To prevent this it is overseeing no further investigation is necessary."

The University Grants Committee is to dock from the UMIST recurrent grant £40,000 which it paid towards the purchase of Highbank as it had been unaware that the proceeds of the sale of another house had been available.

The comptroller's director of audit wrote in a letter to council that the principal decided in January 1979 that bills for Highbank should be channelled through the director of his office to himself, rather than the bursar, a major financial departure which should have been approved by council.

Other specific points were: detailed estimates were not prepared by the planning committee; council did not establish budget limitations and over-runs were not reported to them; it was not until December 1979 that council approved renovation work at an estimated £82,000; it was January 1982 before the full costs were brought before finance committee, by which time they had reached £245,000.

The planning committee was not involved in the monitoring process at all; comparative tenders were not sought for contracts over £1,000 nor was there finance committee approval to waive this requirement; there was no finance committee approval for contracts over £10,000.

Sometimes the same officials were responsible for ordering, receiving and paying for goods and services and many purchases were not supported by invoices – sometimes reimbursement was claimed on travel expense forms.

Highbank: bought for £65,000, renovated for £245,000

Inquiry set up into £245,000 work on principal's house

by Ngaio Crequer

A nine-member committee is to investigate urgently the cost of the principal of UMIST's residence and his consultancy work after strong criticism from the Comptroller and Auditor General.

Sir William Mather, the president of the University of Manchester Institute of Science and Technology, was asked by the university council to set up an independent committee after members heard that normal financial procedures were not followed when the house, Highbank, bought for £65,000, was renovated at a cost of £245,000.

The committee, which will report within four weeks, will examine six complaints raised by the comptroller after a routine visit – over Highbank and private work undertaken by the principal, Professor Robert Haszeldine, for which he was paid, but which was not considered or approved by council.

At a meeting this week three council members called for the principal to be suspended during the inquiry but this move was defeated, with many members abstaining.

Professor Haszeldine, who was not asked to leave during the discussion, said he had answers which would be given to the inquiry.

The Association of University Teachers was this week deciding whether to ask the Visitor, Prince Philip, to intervene, alleging maladministration.

AUT representative Ms Lily Segerman-Peck said: "We think that frank discussion was inhibited. We are shocked that the principal did not offer to resign. Our view is that

Second round of biotech grants announced

by Karen Gold

The second group of universities to be awarded extra money from a £1m Government grant to expand biotechnology has been announced by the chairman of the University of Grants Committee, Dr Edward Parkes.

He told the House of Commons Select Committee on Education, Science and the Arts that more universities had been included than anticipated and that their shares – £50,000 to £75,000 each – were less than expected and less than the £100,000 received by the first three universities.

The list was not necessarily closed. The universities Dr Parkes named were: Cambridge, Leicester, Leeds, Sheffield, Warwick, Glasgow and Strathclyde jointly, Edinburgh and Heriot Watt jointly, the University of Wales, for distribution among the colleges, and the University of London excluding University College.

University College was one of the three previously announced; the others were Birmingham and the University of Manchester Institute of Science and Technology.

Professor Gareth Morris, from the UGC, told the select committee that the first three universities had been chosen easily, both as centres of excellence and because of need.

Dr Parkes said that before the money was given out essays would be expected from each of the recipients saying how they would spend it. The first three would be expected to include spending on junior posts with tenure. The second group included universities where money would be spent on pure biology essential for the development of the subject. The UGC agreed that biotechnology was not a suitable undergraduate subject.

The Government may also announce shortly changes in the system for licencing the production of new inventions, in order to allow scientists or universities to sell off projects to the highest bidder.

At present, the British Technology Group has the first say in deciding which firms are granted licences to manufacture inventions funded by the various academic research councils.

The system dates back to after the war, when protection was thought necessary to prevent British inventions being bought by foreign firms.

Westfield draws up redundancy rules

by Ngaio Crequer

A confidential draft paper has been drawn up at Westfield College, London, laying down the criteria for compulsory redundancy of staff.

According to the paper, prepared for the staff board, although the response to calls for voluntary retirement has been "quite encouraging", this and other favourable financial developments "does not yet appear sufficient to obviate the necessity for some compulsory redundancies to take effect from December 31 1982."

Accordingly the paper says, it is necessary to frame criteria in the event of individuals having to be made redundant, either by December 1982 or with regard to reductions intended to take effect from July 1983.

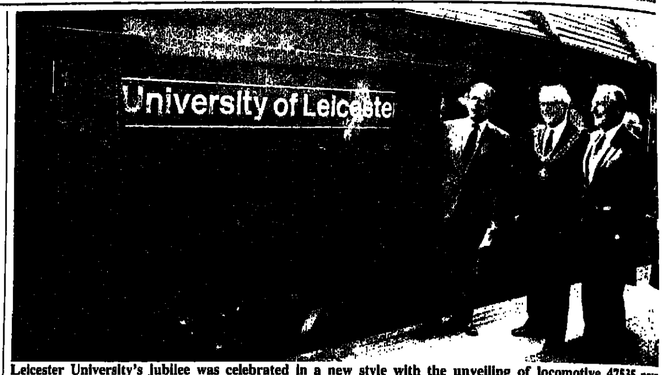
The college decided in February to save £225,000 in the financial year 1982/3 by reductions in staff to take effect on December 1982. Estimates inside the college put the proposed posts to be shed at 28, to be carried out in two stages.

The question is being examined by the staff reduction sub – board, chaired by Sir Richard Way. Heads of departments have been asked to draw up lists of staff who might be considered for redundancy.

Some heads have questioned the request and have also asked what their legal position would be. They have been told by the sub-board that they would be totally protected at law as they would be acting upon a legitimate request of the college council, a body properly constituted at law.

The board puts the first criterion as the overall academic structure of the college in the future, namely the discontinuance or reduction of specific activities.

Other criteria include the staff student ratio, academic distinction of individuals and their contribution to the department or the college or university, special skills and distribution of staff within the department and the age structure of the department.



Leicester University's jubilee was celebrated in a new style with the unveiling of locomotive 47535 now named the University of Leicester which is to run from Nottingham to London. Attending the ceremony are (left to right) Mr Maurice Shock, vice chancellor of the university, the Lord Mayor of Leicester and Sir Peter Parker, British Rail's chairman. The celebration marks the first admission of students 60 years ago and the grant of a royal charter 25 years ago.

Report riles Joseph

Sir Keith Joseph, the Secretary of State for Education, is known to be very annoyed by the Rothschild Report which says that to dismember or liquidate the Social Science Research Council would amount to "intellectual vandalism".

This phrase in the report published last week, is being interpreted as a direct rebuke to Sir Keith, whose deep suspicions about social studies in general and sociology in particular are well known.

A leaked exchange of private letters between Sir Keith and Sir Geoffrey Howe, the Chancellor of the Exchequer, last January showed how *much senior ministers disliked the SSRC and how they saw the Roth*schild review as a possible prelude to its abolition.

Sir Keith will give the Government's response to the report in two months after studying comments. He appears to have little room for manouevre after recommendations that the SSRC is left free of further inquiries, and has no further cuts in its budget, for at least three years.

Lord Rothschild's recommendations for the SSRC to be left in peace apply equally to politicians from other parties. Last week at a press conference he criticized the "philistine approach" to learning shown by the Public Accounts Committee and Mr Joel Barnett, its chairman and a former Labour minister.

Meanwhile the controversy over accusations of bias levelled against the SSRC's Industrial Relations Unit at Warwick University deepened this week with revelations that ill-feeling against the unit has also voiced in Government circles.

The Rothschild report recommended that the SSRC should investigate the accusation made in evidence by Lord Beloff, a former Oxford University professor, that the unit was unfairly biased towards the unions.

The SSRC has asked Sir James Dunnett, a member of its council and a former permanent secretary at the ministry of defence, to decide the form and terms of reference of the inquiry which is to be headed by someone of high standing.

There is still much confusion about precisely what bias the SSRC unit has been accused of as its area of specialization has tended to be labour legislation. Indeed the Confederation of British Industry in its evidence to Lord Rothschild said: the Warwick unit is "important to us, and the fact that its work, of necessity, takes it into politically sensitive areas underlines the need for some independent source of funds."

Lecturers could lose tax relief

by David Jobbins

Increased political activity could hit the tax relief members of the college lecturers union receive on their subscriptions, according to legal advice.

A warning on this came as the annual conference of the National Association of Teachers in Further and Higher Education in Newcastle this weekend was due to decide whether to change its rules to permit non-partisan political campaigning.

If the rule change is backed by delegates in Monday's private session, the first test could be affiliation to the Campaign for Nuclear Disarmament. But the union's solicitor has warned that the possibility of losing the tax relief cannot be excluded.

At present Natfhe's 73,000 members receive tax relief on two thirds of their £36 a year subscriptions. The level was set by the Inland Revenue Commissioners taking account of the proportion of the union's educational and professional activities.

But the solicitor has advised that the proportion of professional to trade union activities could be altered by the adoption of a political object.

Other trade unions have occasionally expressed resentment at Natfhe and the NUT's privileged position, and have raised queries with the commissioners.

Courses go in poly cuts

Six Birmingham Polytechnic courses will close in September to try to meet the £750,000 cut in this year's budget.

The polytechnic governors' finance and general purposes committee this week agreed reluctantly to freeze 40 teaching posts outside teacher training, axe 20 posts in teacher training and spend nearly £300,000 less on equipment.

The cuts will also mean the deletion of options on another three courses and the polytechnic will enrol 42 fewer full-time, 93 fewer part-time and 24 fewer evening students this autumn.

The polytechnic's unions leaders this week warned of the threat to academic standards caused by the staff cuts.

Mr Bill Hoad, chairman of the local branch of the National Association of Teachers in Further and Higher Education, said the polytechnic has lost 10 per cent of its staff in one year, and the financial crisis meant planning was being done at random.

"We think academic standards have gone down," he said. "I think the polytechnic had done far better than I would have hoped considering the pressure it's taken, but it will get another cut next year I can't see how it will hold up."

Five of the six courses to be closed are part-time or evening only and are in the construction, mechanical engineering, librarianship and English and foreign languages departments. The sixth is a full-time BEd in physical education in the former Anstey College of Education which merged with the polytechnic.

The £750,000 cut in the budget was a result of the former Labour controlled authority's refusal to fund the shortfall between the advanced further education pool allocation and the 1982-83 estimates.

Dismissal threatened

Urgent negotiations have failed to avert a threat by Manchester city council to dismiss 1,000 college lecturers and offer them reemployment with heavier teaching loads.

The city council was meeting late this week to decide to press on with the plan, designed to save £400,000 by replacing 550 part-time staff by increasing the class contact hours of existing full time staff.

The ruling Labour group this week decided to implement the proposals to increase teaching hours which are limited, by a local agreement, to the maximum permitted under nationally agreed conditions of service.

The National Association of Teachers in Further and Higher Education, which is fighting the threat, has told members to hand dismissal notices to their branch secretaries in preparation for a collective response.

The Labour group was equally divided on the issue, and its chairman, Councillor Gordon Conquest, who is also chairman of the education committee used his casting vote in favour of pressing on.

He had promised to recommend dropping the scheme if negotiations to find other ways of saving the money proved successful.

Now union officials expect the dismissal notices to go out by the end of this month and an emergency resolution is being tabled for this weekend's Natfhe conference in Newcastle.

Already the union is planning a response if the worsening of conditions of service goes ahead. A half-day strike on June 8 is expected.

Dons press UGC on pay

The University Grants Committee is under pressure to seek more Government money to swell the pay offer to university academics.

But any appeal to Sir Keith Joseph, Secretary of State for Education, is likely to be unsuccessful. Earlier this year he was trying to persuade academics to settle for less than the 4 per cent cash limit fixed for the universities and the rest of the public sector.

However the Association of University Teachers has decided to wait and see. Its summer council agreed in secret at the weekend to keep on negotiating with the aim of a settlement no less favourable than those reached in other parts of the public sector. Industrial action, which could have hit examinations now taking place in the universities, was neither accepted nor rejected, but its effects will be seriously diminished once the examination period is over, although some options would remain open.

Union leaders have been looking with some envy at the 5.8 per cent settlement ratified this week by the college lecturers' union, and it is clear they would be happy with a similar award.

The vice chancellors are under pressure not only from the lecturers but from the clinical academics, who are also being restricted to 4 per cent while their National Health Service counterparts have been awarded 5.5 per cent.

The vice chancellors have decided to ask Dr Edward Parkes, chairman of the University Grants Committee, to ask Sir Keith for more money to maintain comparability between the NHS staff and university clinical staff, and in turn the AUT was this week seeking an extension of the agenda for any meeting to include all academic staff.

Extra costs fall on worst-hit

continued from front page

the proposed claims for early retirements and discussing new developments.

In the years after 1983–84 the Government's intention seems to be to maintain level funding in real terms. The equipment grant has also been held steady in real terms although the UGC estimates that it is still some 25 per cent below what would actually be desirable.

Mr Geoffrey Caston, secretary-general of the CVCP said it was helpful to have the assurances on outside funding and the provisional grants for future years would help planning.

Strathclyde has the biggest increase of all the universities, 100 places which the UGC has earmarked for science, mainly engineering. Strathclyde's intake was originally cut by 200 but the UGC has obviously been convinced by the argument that it has a very high proportion of local students living at home, making an increased intake relatively cheap.

Stirling, which heard last week that its cut of 700 places would be reduced by 40, had hoped for further financial concessions, but its grant has been increased by only around £150,000 to cover the new places. Stirling's applications have increased by 9 per cent.

Stirling's secretary, Mr Robert Bomont, said the university would still be seeking further concessions in intake and funding.

Glasgow University's court has deferred its decision on compulsory redundancies because of the "magnificent" numbers of academics taking early retirement and voluntary severance. Around 180 staff have opted for the schemes.

Following this move, the Association of University Teachers has withdrawn its ban on giving out examination results.

NAB moves to national plan

Continued from front page

within the NAB about how such a strategy might be received. Institutions might find the "scenarios" exercise too divisive, with academic boards and governing bodies reluctant to take tough decisions about priorities even on a contingency basis.

Another difficulty is the still ambiguous relationship between the NAB and the voluntary colleges, a critical area when teacher education and institutional viability have to be considered. Any NAB plan would have to be closely coordinated with the Advisory Committee on the Supply and Education of Teachers.

This new strategy could lead fairly quickly to the conclusion that some smaller colleges might become unviable. One NAB source was not abashed by this prospect. "The choice may be either sharing cuts out on an even-handed basis, so making all institutions less healthy or sacrificing some. It may be felt that of the 396 institutions some 300-plus must be kept healthy and the only way we can do that is to sacrifice the remainder".

The Department of Education and Science will welcome the new NAB strategy because a further round of closures is seen as inevitable, a message DES officials have been sending out through ACSET. They also believe that the policy of selectivity applied by the UGC to the universities last summer should be extended to the non-university sector.

The NAB is also determined that planning in the non-university sector should not be a one-way street, with the body simply apportioning predetermined cuts, but a dialogue through which the Government can be forcefully and formally reminded of the needs of the polytechnics and colleges.

New prodigy vote

Oxford dons are to vote again on whether children under 16 should be barred from entering the university unless they receive special dispensation. More than 80 dons have signed a motion calling for a postal vote on the issue and it is likely to pass next month. In a debate earlier this month dons voted 29 to 13 against such a ban.

The Pru to fund poly technopark

by Charlotte Barry

Prudential Assurance has given South Bank Polytechnic £5m to build a technopark as a home for small businesses which need access to academic facilities and expertise.

Work on the technopark will start in the autumn, next to the polytechnic's main south London site, and should be ready by January 1984.

The technopark will provide training for students and staff in the polytechnic and nearby universities and colleges who want first hand experience of management, business and technical problems.

The small businesses will either be new high technology ventures needing support or established firms wanting to expand. They will benefit from a range of facilities inside the polytechnic. This should help them provide more jobs and boost the ailing local economy.

Across the connecting bridge they will be able to use the polytechnic's large computer facilities, microprocessors and computer training centre. They will have the opportunity to use prototype production facilities on material analysis and testing equipment, a scanning electron-microscope, a high voltage laboratory and gas chromotography equipment.

The polytechnic will also provide short courses and advisory services in business and commerce, accountancy, law, taxation, marketeing and finance. A small business association already advises firms.

Dr John Beishon, director of South Bank, said: "This is an indication of the shape of what higher technology education in this country should be. It means breaking down barriers between institutions and industrial research and development and the commercial world.

"The critical thing about it is it's going to be a nursery seedbed for new start high technology businesses," he added.

A distinctive feature of the South Bank technopark will be its proximity to the polytechnic and the opportunities it will provide for technologically based enterprises, particularly concerned with electronics and microprocessors.

Labour's 'learning for all' plan

The Labour Party is considering setting up a national council to develop a "comprehensive plan" for the education of all those over the age of 18, possibly entitling everyone to a year's full-time education.

Proposals being discussed by the party's higher and further education study group emphasize the principle that post-18 education should be seen and planned by one body.

The task of the new national council would be to promote education that "serves the local community", and ensure all academic institutions provide education for mature and part-time students. Institutions would be asked to submit plans to the council, and could receive special funds to achieve them.

The proposals are being included in *Labour's Programme 1982* from which the election manifesto will be drawn, although they have still to be discussed by the party's study group, chaired by Mr Phillip Whitehead MP, spokesman on higher education. The proposals will then go to the party's national executive committee, possibly in late June.

The party is also considering putting a statutory duty on all education authorities to provide adequate facilities for adult, continuing, and further education. This would require new legislation amending the 1944 Education Act, which is considered too vague in this area.

One proposal needing "urgent pursuit" is the "entitlement" of all people aged 18 or over to one year's full-time education, regardless of formal qualifications along the lines operated by the Open University.

The student would be free to choose any approved vocational or non-vocational course subject to availability and counselling. The scheme would not apply to anyone who had already received a year or more of education after the age of 18.

The idea of paid educational leave (PEL) is also aired, to be seen as supplementary to the grants and the entitlement system. The party says PEL is underdeveloped in this country compared with Europe, and needs statutory backing.

The party also calls for much more aid for overseas students based on a sponsorship scheme, developed by links with official as well as non-government bodies in Third World countries.

As with other proposals, no estimates of cost are mentioned, although large sums are clearly involved. Preference would go to overseas candidates according to income level, availability of courses, and country of origin, with particular emphasis on helping refugees.

The proposals aim to widen access to higher and further education, and shift "the almost exclusive emphasis on the educationally well-fed". Labour, says the programme, must put resources into those neglected areas of adult, continuing and non-advanced further education.

The huge costs involved, as well as the controversial implications behind some of the proposals, mean the proposals are likely to attract considerable debate inside the party over the next few months.

The Indian film industry is the largest in the world and encompasses both escapist spectacle and serious more critical social films. The film posters are a popular art form and reflect both the subjects of the films and the expectations of the audience. At the Museum of Modern Art in Oxford until June 20 there is an exhibition of 40 posters from the past 25 years. They show the famous idols of the cinema screen as well as the folk heroes of the present.

Computer skills in demand

Computer science should become a protected subject a University Grants Committee report recommended this week. And it says any additional resources should go to reducing the workload for staff, rather than increasing the intake of students.

The report was prepared by the UGC mathematical sciences subcommittee after a questionnaire was sent to most universities.

The UGC believes that computer science should be protected but not at the expense of the rest of mathematical sciences, both because of an increasing demand for computer science graduates in industry and the growth in applications and admissions of computer science students.

It stresses that statistics on the subject should be collected separately from mathematics so that the basis on which the recurrent grant is distributed can take specific account of computer science.

The committee says there is no proven case for or against increasing the number of students of computer science – in 1980, these had virtually doubled over 1975 levels, rising from 930 to 1,700. But it argues against an increase on the grounds that teaching resources are already overstretched in many departments and that staff-student ratios at 1:14.3 are substantially worse than the national average for other experimental sciences subjects.

The committee adds that academic staff in computer science are relatively junior and have to devote excessive time to teaching. The number of staff has increased over the past five years by as much as 20 per cent. The report says that because there are not sufficient support staff, academic staff may spend more time on hardware and systems than is desirable. It stresses that not enough universities realize that computer science is an expensive subject which should not be launched without an adequate number of staff and back up facilities.

The committee says that until these problems have been solved, it will be impossible to achieve more high quality research in computer science or to train more postgraduates, although both are vital to fostering a healthy departmental atmosphere.

President banned from office

Student leaders who barred their president from using union premises including his own office are anxious to dispel suggestions their action was politically-motivated.

The union executive at Coventry Polytechnic, who have banned president Mr Vincent McKee at least until their next meeting on June 2, admits there are political differences but says it imposed the ban after hearing official complaints to protect the interests of the union, its members and staff.

But Mr McKee said: "I have sought to switch funds from political activities such as the H block campaign to student societies, made constitutional changes to crack down on left-wing extremism, and taken a strong stance against the Socialist Workers' Party and the Revolutionary Communist Party. I deny emphatically acting unconstitutionally towards union staff."

BEd threat condemned

The Scottish Education Department proposal to axe the secondary BEd degree has been condemned by the Convention of Scottish Local Authorities and the Scottish Catholic Education Commission.

Dr Malcolm Green, chairman of COSLA's education committee, said the approach had been short sighted and facile.

The BEd degree had been brought in 17 years ago at a time of teacher shortage, and the Government was now saying that since there was no longer a shortage, the degree should be axed, without looking at its value.

There was considerable disquiet over the move among directors of education who maintained that secondary schools were in greater need of the broadly trained BEd graduate than the subject specialists with a one-year postgraduate teaching qualification.

Mr James Michie, director of education for Grampian region, has been commissioned to produce a report for the COSLA on possible expansion of the general teaching qualification.

"There is a place for the high-powered academics, but there is also a place for the multi-disciplined teacher," he said.

The Scottish Catholic Education Commission claims that the arguments for axing the degree are purely economic, without considering the strong educational advantages of "concurrent academic and professional teacher education."

The commission adds that it opposes the move because this would cut off the standard source of supply of religious studies teachers.

New biotech centre needs UGC cash

by Karen Gold

Imperial College, London, which launched a new centre for biotechnology this week, is to ask the University Grants Committee for money for additional posts and a building.

The centre has been set up with a chair financed by the Leverhulme Trust for five years and a promise of subsequent funding from the college, and two lecturer posts. It aims to bring together Imperial's expertise in the field in various departments.

Money for the two lecturerships has come from the company recently floated by the college, Imperial Biotechnology Ltd, in conjunction with TDC Developments Ltd, a subsidiary of Finance for Industry. The three posts are to be advertised shortly and filled by 1983.

Even before establishing the centre, to be chaired by Professor of biochemistry Brian Hartley, Imperial has attracted considerable interest from industry, with projects for ICI and Beechams among others.

At the launch, Professor Hartley noted that although the Spinks report on biotechnology a year ago recommended at least 20 new posts in existing centres of excellence, the UGC announced its first grants to three of those centres only last week.

"We poor academics have been forced up to this point to create bricks without straw" he said.

Although Imperial was not among the three, he expected it to be among the final centres of excellence, despite arguments that there should not be more than one centre in London, with University College already named.

Oxford entry exams cut

Oxford University admissions tutors have asked faculties to streamline the number of entrance examination papers so that all pre-A level candidates sit only three papers, except those taking two modern languages.

But as expected the tutors quickly rejected a proposal for all candidates to take the exam at the same time in the fourth term of the sixth form. This would have roused strong opposition from other universities, and interfered with the run-up to A levels.

Oxford feels taking as many as five papers for entrance is complex and daunting. Cambridge is also looking to reduce the number of its papers, and has shelved plans to move the date of the exam.

West Bank link

Glasgow university students have voted by 368 to 178 to twin with the Israeli-occupied West Bank university, Bir Zeit. Last year the Glasgow student representative council made the same decision but at a general meeting called by the Union of Jewish Students, students voted by two to one for the decision to be rescinded.

There was considerable bitterness when the SRC refused on the grounds that extraordinary general meetings were simply advisory. But this year's incoming council decided to rescind the decision and this week's meeting to consider twinning was called by the university's Palestinian Action Society.

Two for Ulster

Sir Peter Swinnerton-Dyer, the former vice chancellor of Cambridge University, and Sir Norman Lindop, principal of the British School of Osteopathy, will be the chairman and vice chairman of the steering group which will plan the new institution to replace the New University of Ulster and the Ulster Polytechnic.

New ballot

An administrative foul-up has forced a new ballot in the contest for the last place on the executive of the National Association of Teachers in Further and Higher Education. The result could affect the left-wing influence on the leadership. In a separate complication, Mr Graham McKee, elected to the new executive in the first round of elections, has suddenly died at the age of 50. Union leaders are to consider how his place should be filled.

Grants demo

Hundreds of students yesterday lobbied Parliament to persuade MPs to force a Commons debate on next year's 4 per cent grants increase on July 14.

Poly first

The first polytechnic postgraduate course in industrial and social history starts at Middlesex Polytechnic in the autumn. Students will attend classes one evening a week for two years, followed by a year spent writing a supervised dissertation.

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Keynesian forecasters' grants cut back

by Paul Flather

A shake-up in the funding arrangements of Britain's top economic forecasting groups is contained in a list of awards announced by a new Social Science Research Council consortium.

The Cambridge Economic Policy Group led by Professor Wynne Godley, and the National Institute of Economic and Social Research (NIESR), both broadly Keynesian in outlook were awarded much less than they asked for, and much less than they used to receive.

Professor Godley's team of 11 academics face the biggest cut in grants which begin in October 1983. It will receive £40,000 a year over the next four years, enough to keep it going, but a third less than it wanted.

The Cambridge group has argued for economic expansion based on import controls, and its work has been used to underpin Labour's Alternative Economic Strategy, and the TUC's strategy for industrial regeneration. Last April the group said only a miracle or a major shift in Government policy could save Britain from a deepening slump.

The decision based on the system of peer review is clearly a set back for the Godley team, although with only £750,000 a year available, the new consortium could not have supported all the nine teams that applied for grants.

Professor Godley, director of the applied economics department of Cambridge, said this week he was obviously disappointed. He said the group would have to review its work and search for other sources of funds. It received £240,000 from the SSRC between 1979 and 1983 for studies on the effects of policy.

The NIESR, the *grande dame* of Keynesian forecasting, will receive £300,000 a year for the next four years, almost 20 per cent less than it wanted. Between 1980 and 1983 it received £605,000 from the SSRC for its forecasting work.

Mr David Worswick, the director, said the award was much less than he asked for, but he was pleased with the consortium's approval of the NIESR's contribution to economic policy, and the educational role of its bulletin, this week celebrating its hundredth issue.

There was speculation earlier this year that the cut in the NIESR grant would be higher. In the event, the NIESR has been encouraged to open talks with the London Business School to pool some of their basic services.

The consortium, as reported, has come out strongly in favour of promoting "arranged marriages" between groups to try and save money. Talks between the NIESR and LBS will take place gradually and will not affect the differing outputs of the two groups.

The consortium is still keen to sponsor many groups and has given grants to rising stars of the macro-economic modelling world, Professor Michael Beenstock at City University, and Mr James Davidson at the London School of Economics.

The City team will receive £43,000 a year as a start for the next two years to look at medium term modelling of the UK economy, and the LSE team will receive a total of £56,000 over three years from this October, to look at the important methodology of forecasting.

Mr Michael Posner, the SSRC chairman, said the consortium had worked hard to produce an even balance and to support new stars. "We wanted new fish to start swimming in the rock pool of macro-economic work, and I think we have achieved this in difficult times."

Other awards went to the London Business School (£100,000 a year over four years), the Cambridge Growth Project team (£93,000 a year for two years in the first instance), and Professor Patrick Minford's monetarist team at Liverpool (£65,000 a year for four years, about half that asked for).

'UGC should answer to House of Lords'

by Ngaio Crequer

The University Grants Committee should be accountable to the House of Lords and its policies aired in televised Lords Select Committee debates, according to Professor John Ashworth, vice chancellor of Salford University.

Professor Ashworth said in the Edmund Rich memorial lecture at the Royal Society of Arts last week that the UGC had to reflect the diversity of the university system if it was to be credible and effective.

But its organization on a subject basis with different academic committees militated against that. It had tended to favour the convergence of separate universities.

Its original remit had been to advise, and advise on the expansion of the universities, but since the mid-1960s it had taken on an increasing range of administrative functions. So much so that in July 1981 it had acted as a "stern, not to say tyrannical bureaucracy."

Data showing how the cuts were made and where UGC members studied were embarrassing because "we have caught an advisory committee properly constituted and properly advising, *in flagrante*, in the act of administering – something that is known to be quite inappropriate for such a body." Administrative committees should represent those administered, and the UGC did not, he said.

Professor Ashworth welcomed news that the Government was going to provide greater direction for the UGC and proposed a solution for the tension between the advisory and administrative nature of the body.

The Lords could play an invaluable role in providing Parliamentary accountability, including as it did former senior civil servants, diplomats, eminent scientists, Nobel laureates, industrialists, people in public life and politicians.

Ministerial patronage could be dealt with by following American experience on senate appointments and appointing to the chair on the advice of and with the consent of the Lords, in practice the appropriate select committee.

This would also give an opportunity to review activities and policies (something now completely lacking) and the hearings could be televised.

Marchers take a break from Manchester's demonstration against higher education cuts which united university and college staff and students. The twin marches from Salford and Manchester converged on the Institute of Science and Technology where speakers paved the way for the establishment of a regional Education Alliance to defend the service.

Spanish cooking oil deaths lead to new scientific society

Speculation that "free radicals" – molecules with an unpaired electron that trigger off a chain chemical reaction – may be implicated in the Spanish cooking oil disaster has led to the creation of an interdisciplinary society to study them.

Almost 300 people in Spain have died and another 17,000 have been poisoned after using "cooking oil" treated with aniline dye for industrial purposes and peddled by travelling salesmen.

The terrible wasting effect on the victims has been attributed by some Spanish scientists to a free radical reaction triggered by the dye in the body which destroys fats in the cell membranes.

Free radical reactions have been used in industries such as the dye industry which makes use of changes following exposure to light for many years. Medical and biochemical research has become interested in them only in the last ten years.

Dr Robin Willson, from Brunel University's school of biochemistry, where research into free radicals has been established for some time, heard of their implication in Spain and decided to test support for a society dedicated to their interdisciplinary investigation.

"There have been a number of people involved in research, but very little liaison," he said. "I thought it was time some of the information available in different disciplines was brought together."

After sending out 30 letters to Europeans in this field and 80 in Britain, he was overwhelmed with support and donations for what has now become the Antioxidant Society (for free radical research).

Now Dr Willson hopes to raise money to bring Spanish scientists over to tell the society of their investigations, although this will not be before the first meeting on July 9 at the Royal Institution.

Support has come from more than 100 of those approached, from universities and research institutes all over Britain, including such prestigious figures and Professor Sir Frederick Dainton, of the Radiological Protection Board, Professor T. A. Connors, of the MRC Toxicology unit at Carshalton, and Professor Sir George Porter of the Royal Institution.

Video demand outstrips supply

The Open University is struggling to cope with overwhelming demand for video cassettes of its television programmes. Since the video cassette loan scheme began in February, more than 250 a week have been sent out to students, and at least 100 a week to staff.

The cassettes on 37 of the university's smaller courses are available free on request. Students can play them at home or on the 230 video cassette recorders in OU study centres.

The university launched the scheme as a one year experiment in an attempt to make up for the loss of transmission time on BBC2.

Boost for European mobility

from David Jobbins

BRUSSELS

Common Market education ministers this week agreed a timetable for the removal of obstacles to student mobility within Europe.

But they decided to build on existing bilateral arrangements including the expanding network of joint study programmes rather than opting for an ambitious community-wide harmonization of entry qualifications and courses.

Under the terms of this week's agreement each of the 11 member states is to draw up a report on its progress towards widening the network of recognition agreements at government level and between institutions.

The EEC Commission would use this information to identify the positive and negative lessons to be learned from the individual experiences of member states.

After four years the community's education committee will prepare a progress report of its own, setting out guidelines for further activity.

Ministers also agreed that each member state should encourage its higher education students to study in another community country, as part of a structured course leading to a recognized qualification, and to disseminate information about opportunities throughout the community with the aid of the commission in collaboration with the Council of Europe.

The text adopted by ministers says: "The competent authorities in the member states should be invited to adopt a favourable attitude – a spirit of generosity and mutual trust – towards qualifications obtained in other member states which are not already recognized."

But ministers were clearly aware of the practical difficulties especially in an enlarged community. Last year the ministers shelved far-reaching proposals from the Dutch minister, Dr Arie Pais, largely because of their reservations about moving too far too quickly in what is already a sensitive area for some EEC countries.

Mr Ivor Richard, Britain's commissioner for social affairs, said: "Even if we eventually define some form of multilateral agreement or convention for the mutual recognition of academic qualifications, it is essential that our cooperative efforts recognize the relative autonomy enjoyed by many higher education institutions in Europe in this whole area."

The Italians suggested that a specialized working group should be set up under the auspices of the education committee.

Wales gets board for higher education

A new advisory body has been set up to monitor the management and funding of local authority advanced further education in Wales.

The Wales Advisory Board for Higher Education will comprise a committee of eight local authority elected members, who are likely to meet for the first time next month, and an board with representatives from industry, business, educational and other interests.

Its establishment follows last year's Government discussion document, *Higher Education in Wales Outside the Universities*, which drew widespread support for a formal advisory body made up of various interested groups.

The committee's chairman will be the junior minister for Wales, Mr Michael Roberts. The board will have an independent chairman appointed by Mr Nicholas Edwards, Secretary of State for Wales.

He announced their terms of reference in a Parliamentary written reply last week. The committee's first task is to advise the Secretary for Wales on the dividing up of the advanced further education pool, advanced course approval, teacher training and other aspects of advanced FE.

It will monitor the implementation by local authorities and institutions of the minister's decisions, and build up links with university and voluntary sectors of education, professional bodies, industry and commerce, and the National Advisory Body.

The board is to act as advisor to the committee.

More primary teachers needed soon

An immediate increase in primary teacher training with a substantial cut in secondary training has been recommended to the Secretary of State for Education this week.

The Advisory Committee for the Supply and Education of Teachers told Sir Keith Joseph that if the teacher training system is to supply enough primary teachers from 1986, BEd admissions will have to increase by a third from next year, to 5,050 and reach 6,250 in 1985, 6,000 in the public sector and 250 in the universities.

The committee recommends the intake for primary postgraduate certificate of education should increase from 1984 to double the current number and admit a total of some 3,200 students each year, 1,000 in universities and 2,200 in the public sector. In 1984 intakes would rise to 1,800 and in 1985 to 2,100.

However the committee warns that even this will not provide sufficient primary trained teachers to meet needs which are forcast to be well above the 7,000 annual output yielded by an increase in admissions. It believes that a scheme to retrain secondary teachers for primary work ought to be considered by the Secretary of State.

On secondary teacher training, the committee recommends that the 20 per cent cut applied to 1982 PGCE intakes should continue and be applied as well to secondary BEd intakes, not planned. Intakes in the public sector. This will mean that in 1983, 1984 and 1985 BEd numbers will be kept to a total of some 2,250 students of which 2,000 will be in the public sector, a reduction of 500 on 1981 levels.

It advocates postgraduate admissions should in 1983, 1984 and 1985 be constrained to a total of 7,350 students.

David Jobbins and Ngaio Crequer report from the AUT Council

Universities 'face two-pronged attack'

The ideological attack on the universities is just as serious as the financial one, AUT general secretary Mr Laurie Sapper told council at Imperial College.

His warning came as delegates called for closer cooperation with other campus unions in the battle against the cuts and backed their leaders' plan of opposition to redundancies.

But they re-emphasised the need for immediate and conspicuous action by recommending withholding of final examination marks and withdrawal of cooperation with the Universities Central Council on Admissions at the first compulsory sacking.

Mr Sapper's fighting speech included a better criticism of Sir Keith Joseph. "In Sir Keith we have a secretary of state who pursues his objective with almost maniacal intensity doctrinaire outlook which seems impervious to argument."

He criticized Sir Keith's "intemperate" attack on tenure and suggested that ministers saw science and technological research in the universities functioning as the "handmaiden of industry" while basic research was "out of the window."

The tenure theme was taken up by union president Mr John Reilly.

Pointing to the closure of universities in Poland and suppression of academic staff and students, he said: "Surely we might have expected this to have prompted the secretary of state to declare that in this country he would do and say all he could to ensure and protect academic freedom.

"Instead, encouraged by the Committee of Vice Chancellors, he is contributing to the public misunderstanding of tenure as in some way simply an obstacle to good management which would otherwise cope with financial exigency by sacking staff."

By forcing the loss of 6,000 jobs Sir Keith was contributing to a new brain drain, with young academics being actively courted by overseas universities.

TUC general secretary Mr Len Murray called for far more liaison across the binary line. "As a first step there should be much closer links between the new national advisory body for local authority higher education and national planning and funding in the university sector".

Mr Murray said the suppression by ministers of a report on the effects of the closed shop which conflicted with their prejudices was a warning to everyone of the dangers of government commissioning research through agencies of its own.

The report, by Professor John Gennard of Strathclyde University, examined management attitudes to union membership agreements at the request of the Department of Employment.

Lord Rothschild's vindication of the Social Science Research Council was therefore to be welcomed. "The SSRC uses and has used resources economically and effectively. Our society is the better for the research done by this organization."

A resolution reaffirming the policy that industrial action should be taken only when the nature and scale of redundancies justified it rather than introducing the idea of an automatic trigger was carried.

A move to ban local deals which trade off salaries for jobs was defeated, but council came out firmly against plans to weaken tenure and called for investigation of an organized and collective refusal to sign modified contracts if other tactics failed.

Council passed a motion urging all senates to state publicly that the CVCP voluntary redundancy scheme was totally inadequate and must be improved. But it referred to executive a motion aimed at removing financial restrictions of the Premature Retirement Compensation scheme.

It also passed a Leeds motion that the AUT would respond favourably to requests for action from other trade unionists in the universities who were threatened by compulsory redundancies.

There was heated debate about a motion, proposed by Glasgow and eventually passed, sanctioning an approach to the health service unions with a view to joint opposition to the UGC-caused cuts.

With no votes cast against, council agreed "the AUT does not have confidence in the UGC and CVCP."

Anti-nuclear vote at last

After years of defeating similar motions, council pledged support for the TUC policy on nuclear arms, calling for a reduction in arms expenditure, opposition to the Cruise and Trident missile systems and immediate steps towards unilateral disarmament.

Joe Taylor, for Sussex and the majority of the executive, asked how many universities, hospitals and social services could be provided for the money spent on nuclear arms. If the AUT failed to pass the motion it would be the only union not to in the latest round of conferences.

Subs go up

AUT subscriptions are to rise by more than 14 per cent for full members, council confirmed. It is the second rise in two years and means that full members will pay £28.80 from October 1 instead of £25.20.

Boost for the regions

The AUT has appointed two new regional officials, one in Scotland and the other in London. The Scottish official is Mr David Bleiman, currently general secretary of the Scottish Further Education Association, one of Scotland's two further education lecturers' unions.

The other is Mr William Hennessey, a former lecturer at Hull College of Education and active member of the National Association of Teachers in Further and Higher Education, who currently works for a private agency dealing with the Manpower Services Commission.

Ruling on rule

Council defeated a move instructing the executive to prepare rule changes to allow for disciplining or expelling members. This was aimed at providing procedures for members who acted against AUT policy and put their colleagues' jobs at risk.

Speakers argued that such procedures were necessary to give the union muscle, and that they could be formulated to embody the rules of natural justice. But Laurie Sapper, speaking against, said that such disciplinary codes involved a great deal of time, effort and money. It was far better to persuade members that they were wrong.

Visitors from Hull College of Art examine a reproduction Chippendale chair in the Hille furniture exhibition organized by Leicester Polytechnic. More than 2,000 students from all over the Midlands and the North of England used the exhibition to learn about the development of modern furniture design.

Church fears study quotas

Fears that postgraduate quotas will affect the training of Church of Scotland ministers were expressed during the church's General Assembly in Edinburgh.

It is normal practice for intending ministers to take a science or arts degree, followed by a three-year BEd. The second degree is considered a postgraduate course, and the Scottish Education Department has announced it is to impose quotas on postgraduate courses.

The Reverend Ronald Blakey, assistant secretary of the Kirk's education board, told the assembly that the "one ray of light" was the students already in the pipeline would not be subjected to the quota system. This would give the church time to debate the full implication of quotas with the SED.

The SED has not yet set its quotas figures, and the education board is anxious that figures for ordinands should be flexible since these vary greatly from year to year. Present projections range from 58 this year to only 12 in 1986. The church also feels that the numbers are small enough not to merit a cutback.

Mr Blakey added that certificate and diploma courses were clearly postgraduate study, and that the church was not being treated unfairly compared with the law and other professions.

Engineers plead for exemption

by Karen Gold

Funds for engineering research and development in universities should come from the Department of Industry instead of the Department of Education and Science, the Engineering Research and Development subcommittee of the House of Lords Select Committee on Science and Technology heard. But, the committee was told, if funds continue to come from the University Grants Commission some should be earmarked for engineering departments.

Representatives of the Committee of the Engineering Professors Conference said that if engineering departments were to support the regeneration of British industry, they should be exempt from current UGC cuts and be assessed by engineers not general scientists.

That would mean a separate engineering research and development council instead of the Science and Engineering Research Council, Professor D. J. Johns, CBPC chairman argued.

"We have tried for a change of attitude but it's still not working. It needs a radical approach," he said.

Engineering projects submitted to the SERC were beset with difficulties, the professors told the committee. Rates of pay for studentships were insufficient to attract the best post-graduate students away from industry.

Collaboration between universities, Government departments and industry could be coordinated by a body which could act as broker between customer and research facilities, Professor Johns said.

University departments could compete for projects with industrial or government researchers, required by industry or government, he said.

But the argument that industry could fund its own projects were rejected by Professor Johns, who cited a poor response to his own plan for a university/industry research association at Loughborough.

Out of 30 companies invited to put up £5,000 each for a research base with 50 per cent funding from the DoI, only three had backed the idea.

Financial support should come from government, while firms should invest not only in projects but in engineers by taking students on placements, he said.

The professors also argued that the first engineering degree should be extended to four years, so that students could try out industrial ideas in a protected environment.

A suggestion by Lord Lucas that engineers should do their extra year 10 years after entering the industry was welcomed by the professors, who nevertheless felt that such a pattern would be impractical both for individuals and companies.

Positive approach urged on youth plan

Local education authorities should make an imaginative response to the new Youth Task Group report rather than bemoan lost opportunities, education officers urged this week.

"It is perhaps regrettable that a crucially important initiative in the education and training of our people, should have arisen outside the education service," the Society of Education Officers said in its response to the Manpower Services Commission proposals. "But it is vital now that we should continue to play their part to the full and as always serve the best interests of young people".

The Youth Task Group report was produced as an alternative to the Government's controversial Youth Training Scheme. It plans to offer all 16-year-olds and some 17-year-olds, education, training and work experience for a maximum of one-year at a cost of £1bn.

The SEO wants local authorities to prepare themselves for a Government decision, so they will be ready to clarify the purpose of the proposals and spread information locally. The report proposes an intensive one-year period of transition starting in July.

The society envisages i.e.as making a major contribution in the proposed quality control arrangements and the in-service training of all involved in the new scheme. It also wants authorities, at least for the first year, to play a major role in helping the MSC provide for the youngsters who cannot get traineeships.

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North American News

Scientists fight Polish expulsion

The US National Science Foundation has suspended exchange agreements with Poland, after two American diplomats were expelled from Poland three weeks ago.

The diplomats, John Zerolis, US scientific attache in Warsaw, and James Howard, the embassy's first secretary for cultural affairs were accused of "activities incompatible with their diplomatic status". They were arrested in the apartment of Dr Ryszard Herczynski, a mathematician from the Institute of Fundamental Problems of Technology of the Polish Academy of Sciences. Dr Herczynski, a well-known specialist in fluid dynamics, was one of the signatories to an exchange agreement in that field, and the two Americans had come to his apartment to discuss plans for a Polish–American symposium. Professor Wladyslaw Fiszdon, a former prorector of Warsaw University was also present at the discussions.

During the meeting, Dr Herczynski handed Mr Zerolis some documents and at this moment security service officers arrested him, the Polish news agency PAP reports.

Unofficial reports from Warsaw say 12 security men burst into the apartment without a warrant, in an extremely brutal manner. The documents, officially described as "material damaging to the interests of the Polish People's Republic", consisted, say friends of Dr Herczynski, of three items: a personal letter to Dr Herczynski's son Andrzej, who is studying in the US; a single copy of one of the underground Solidarity leaflets now circulating in Warsaw; and an anonymous "code of conduct in this time of trial", addressed to academics and now circulating among them.

The arrest of Dr Herczynski, who is now awaiting trial by one of the summary courts established under martial law, and the expulsion of the diplomats, seems to be part of a campaign by the security authorities to clamp down on the underground press and other opposition activities, and timed to blame all such resistance on foreign "subverse centres".

Addressing a meeting of university rectors last week, the Minister of Science, Higher Education and Technology, Dr Benon Miskiewicz called for firm action against "hostile" activities.

The Polish media have recently reported numerous cases of academics and students involved in the underground press. They include a science lecturer from Wroclaw arrested for the distribution of leaflets calling for the 15-minute protest strike at noon on May 13; an underground press in Szczecin, operating on the premises of the local branch of the Supreme Technical Organization; the seizure of printing materials at Mory, near Warsaw, and the consequent arrest of a geography student from Warsaw University.

This student was said to have been an active member of "illegal student organizations" and also of KOR (the dissident "Committee for Social Self-Defence", founded in 1976 as the "Workers' Defence Committee"). This last accusation is wrong and shows a misunderstanding of what KOR actually was – a Committee of 33 men and women whose names were regularly published in the monthly KOR "Information Bulletin", none of whom could possibly fit the description of the said student.

Those arrested for distributing, and printing Solidarity leaflets, can expect no leniency. A recent message from relatives of Zygmunt Raszka, second year medical student in Lodz, who was caught in possession of leaflets in January, says that when his mother was permitted to see him some days after the arrest, his face was covered with bruises. (He has since received a two-year jail sentence).

Although not all arrests and raids on the underground press mention academics and students, the proportion of cases in which they are named is high.

Certainly, students and academics have greater possibilities for extra-legal printing operations – in spite of the emergency regulations, which enjoin all university rectors to keep printing and duplicating equipment safely under lock and key. However, the authorities seem to be determined to blame the underground press on university circles, and to exonerate the workers.

The Krakow daily *Gazeta Krakowska* stated last week that "the youth has never determined the destinies of the country, nor set the rules of the game. Only the workers constitute a significant political force".

In the early days of martial law, it was the Krakow underground leadership of Solidarity which predicted the military authorities would try to drive a wedge between workers and students, and called upon all Solidarity members to resist such attempts.

Montreal: its universities could be receiving lower grants this year

from Mark Gerson

MONTREAL

A new formula for government funding of Quebec's seven universities won't provide a quick cure for the financial woes now faced by higher education in the province. What little information is available on the government plan indicates that unless additional money is pumped into the system, poorer universities may benefit at the expense of wealthier, more established institutions.

Although education minister Camille Laurin has not publicly announced his intentions, he is expected to propose a formula that will award per-student grants on the basis of discipline rather than institution. This would provide similar grants to each university for students in the same field of study and would likely attach a greater weight to students on graduate courses.

The current practice has each institution receiving a fixed grant for all its students.

Under the new scheme, which will probably be phased in over a three-to-five-year period, a chronically underfunded institution like Montreal's Concordia University could expect an additional $12m to $20m per year – representing an increase in operating funds of up to 20 per cent – once the formula is fully in force.

Sapping the rich to help the poor

Some of this money may come from lower grants to such schools as the University of Montreal or Quebec City's Laval University, both cited in a recent Department of Education study as having relatively "more room to manœuvre in the face of financial austerity."

But even those universities that stand to gain from the new formula may not find themselves farther ahead, given the provincial government's determination to reduce public spending.

A recent announcement that university faculty and staff will be expected to join government employees in re-opening their collective agreements toward a partial salary freeze (or face legislation to that effect) has capped a year of bad financial news for the public and para-public sectors in Quebec, higher education included.

Last spring, the government implemented a four-year plan of staged budgetary "compressions" that, for most universities, will result in a 20 per cent drop in operating budgets by 1985. Universities were also told to balance their 1981–82 budgets and absorb all accumulated deficits by 1985.

It didn't take long for the effects of a sudden drop in the level of financing to be felt. At Concordia, a $3.4m budget cut last spring removed 8 per cent of this year's course offerings and left 15 per cent of the university's large contingent of part-time faculty without jobs. The financially troubled University of Sherbrooke has already laid off personnel and the University of Quebec at Montreal, unable to afford its still-rapid growth, had to be bailed out with a special grant to prevent it from freezing admission levels.

Critics of the funding cutback haven't denied that reduced spending is necessary, but have denounced both the severity and rapidity with which they have been implemented.

Concordia's rector echoed most other Quebec university heads when he said: "universities have no right to expect that they will be exempted from the impact of the recession. What we do feel is both unfair and shortsighted is the extent to which the university system is being required to accept more than a proportional share of these cutbacks, all the more so since we are expected to cope with growing enrolments."

Move to safeguard Canada's degrees

Universities of dubious origin may soon find it more difficult to incorporate under federal law in Canada. Months of pressure appear to have convinced the federal government to amend proposed legislation designed to streamline the creation of non-profit corporations, including universities.

Although the precise nature of the amendment is not yet known, some members of the university community are hoping that the federal government will get out of the university-creating business and leave it to the provinces, which have constitutional jurisdiction over education. At the very least, they hope the government will include appropriate academic standards to safeguard the integrity of Canadian degrees.

Under the proposed Canada Non-Profit Corporations Act, which has been on the order paper in one form or another since 1977, any three Canadians, upon filling in the requisite forms and remitting $200, would be able to set up nearly any kind of non-profit organization. The bill imposes no special form of scrutiny on degree-granting institutions.

The Association of Universities and Colleges of Canada, which includes most Canadian post-secondary institutions, maintains that the bill, if passed, would "open the door for unscrupulous operators to sell worthless degrees, thus damaging the international reputation of Canadian university degrees. But the federal government has, until now, refused to recognize the problem, claiming that parliament was simply setting up a corporate structure that provincial governments could control.

In fact, says AUCC spokesman Gail Kun, many provinces do not have appropriate controlling legislation on the books, and the Yukon and Northwest Territories, as federally-administered lands, could not pass such legislation.

"The problem exists even with the current legislation covering non-profit corporations," says Kun. "Five federally-incorporated universities already exist outside the traditional system and controls. If this continues, it will mean setting up costly and complicated accreditation procedures that have been unnecessary in the past."

Of the five institutions referred to by Kun, one has been set up in the northwest territories, "although it operates out of Toronto." A second, run in Prince Edward Island by the Universal Life Church of California, received a federal charter a month after having been denied one by the province. The California church, according to an opposition member of parliament, "is the focus of a major investigation" by the American Internal Revenue Service.

"It's easy for people from outside Canada to be taken in by advertisements for 'federally-incorporated universities'," says Kun. "They sound more impressive than institutions that advertise provincial incorporation." But Kun notes that students with degrees from these institutions will have a hard time pursuing their studies within the traditional university system. The degrees may not be recognized for graduate or post-graduate work because they often represent shorter, less rigorous courses, says Kun.

Toilet training proved a success

Time in the lavatory can be an educational asset, according to researchers at the Upstate Medical Centre of New York State University. The lavatory wall has "a captive audience", they write in the latest edition of the medical journal *The Lancet*.

What they claim is a unique study into this method of toilet training, was carried out among university students and student nurses at their private moments to see if they learnt from heart attack resuscitation technique posters in their loos. "They were replaced if removed or defaced" the report notes drily.

The result was an outstanding success. Tested later, both sets of students were more knowledgeable than their graffiti-exposed colleagues. About queues outside, the report says not a word.

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Clever marketing approach attracts the clever students

from Nancy Paulu

NorthField, Minnesota

Carleton College has launched a recruitment programme that is luring record numbers of well-qualified applicants.

The Midwestern liberal arts school with about 1,850 students is among the top academic undergraduate institutions in the United States but the shrinking number of high school students has left officials at even the best schools like Harvard and Princeton competing harder to attract the best ones.

Carleton's recruitment programme is thought to be among the most enlightened in the country. Officials vary their marketing pitch to stress different aspects to different parts of the country.

Extensive research the college undertook in 1977 revealed that academically-gifted high school students living in different parts of the country want different things from a college.

East Coast students are most impressed by high academic standards. West Coast students are more concerned about the quality of a school's social life. Midwestern students aren't as willing as East Coast students are to pay high tuition costs and they are more apt to shun schools they perceive to be elitist. (Carleton's comprehensive costs for the 1982–83 school year are estimated to be $9,260, including tuition, room, board and student activity fees.)

Carleton officials polled high-ability students and their parents in six major cities around the country before reaching these conclusions. Officials then posted different cover letters to students they wished to attract in different geographic regions.

Easterners were told about Carleton's reputation for enrolling students with high test scores and for hiring an exceptionally talented faculty. Westerners learned that Minnesota is near a large, unspoiled wilderness area – the Boundary Waters canoe area. Letters to Minneapolis emphasized available financial aid.

The college sends other special letters geared towards minorities, engineers and students with especially high test scores. All letters are accompanied by a brochure about Carleton that provides information about everything from the number of books in the school's library to the geographic distribution of the student body.

Many college admissions officials predicted in the early 1970s the decrease of 18-year-olds and increased competition for students. But Carleton was among the first schools to seek ways to counteract the trend.

Projections showed that the entire national pool of high school graduates would shrink from 25 to 30 per cent between shrink 1981 and 1993.

In 1977, Carleton admitted almost 80 per cent of its applicants. All of those admitted were extremely well qualified, according to Carleton president Robert Edwards. But, he added, "if our applicants declined in proportion to the demography, we knew we would cease to be selective in our sense of the word by about 1985."

Applications to Carleton have increased dramatically in recent years. About 1,400 applied in 1977–78 school year; the school admitted about 1,200, 500 of whom enrolled. (Many who were accepted but who chose not to attend chose schools like Harvard, Princeton, Swarthmore or Amherst.)

This year, about 2,100 students applied to Carleton for the 1982–83 school year. Further, in the past couple of years a higher percentage of students who are accepted decided to enrol.

Edwards and Richard Steele, Carleton's admissions director, are adamant about one thing – they want more applicants, but only well-qualified ones who would be happy at Carleton.

Overseas news

Student chairman expelled from campus

from Benny Morris

JERUSALEM

Israel's right-wing student union leaders have received a series of severe blows, with the sentencing of four student leaders for crimes of violence committed at the end of 1979 and by the Hebrew University's expulsion of the chairman of the students union for acts of violence against Arab students last December.

Jerusalem judge Miriam Naor, who last month convicted Tzahi Hanegbi and Yisrael Katz of leading a chain, stick and fist assault on Arab and left-wing Jewish demonstrators at the Hebrew University's Givat Ram campus in December 1979, sentenced the two to a five-month suspended prison sentence for two years and to fines of I$400 (£20).

Hanegbi, son of Tehiya Party leader and Knesset member Geula Cohen, was the Hebrew University student union chairman and Katz was deputy chairman in 1979. Hanegbi subsequently served as National Union of Students chairman, a post currently held by Katz. The two are the leaders of the right-wing Kastel students faction, linked to Prime Minister Menachem Begin's Likud bloc and to the ultra-right Tehiya Party. Kastel has controlled the HU student union for the past six years and also dominates the NUS.

When handing down her conviction Judge Naor explained her suspension of the sentences as due to the long time that has passed since the crimes were committed and to the fact that this is their first conviction.

Judge Naor, wife of Likud stalwart and former cabinet secretary Aryeh Naor, also gave Hanegbi, Katz and two other right-wing students 30-day suspended jail sentences for illegal assembly during the 1979 incident.

Hanegbi and Katz's lawyer brought clearly political "background papers" to the court in defence of his clients. Both Professor Moshe Sharon, a Middle East studies expert and former adviser to Premier Begin on Arab affairs, and Hebrew University political scientist Dr. Ehud Shprinzak argued in the papers that there was clearly cooperation and coordination between elements "hostile to the state of Israel" in the West Bank, especially in Bir Zeit university, and the Hebrew University's Arab students.

Meanwhile the HU disciplinary board, last week expelled Katz for two years for his role in the clashes last December (1981) between Arab and Jewish students at the Mount Scopus campus during one winter weekend. This was Katz's fourth interim university trial during his stormy campus political career.

Board chairman Pinhas Shiffman and his colleague Dr Mordechai Kremintzer said Katz was guilty of "provoking Arab students, inciting to violence, particpation in a break-in into the dormitory room of two Arab students and of destruction of property.

Current HU students union chairman, Haim Ben-David was sentenced for his part in last December's incidents to a two-year expulsion suspended. Ben-David was found guilty of provocative behaviour, offending the honour of students and of behaviour unbecoming a student.

Two Arab students were also found guilty of offences committed during that weekend – Abdul Majid Ibrahim, whose assault on a Jewish student had sparked the weekend of violence, in which some five students were wounded, and Samir Zrayek, also found guilty of assaulting a Jewish student.

Ibrahim was given a suspended one-year expulsion sentence and Zrayek was expelled for one year from the student dorms.

Three other Jewish and Arab students were found not guilty. All the convicted students have a right of appeal to the university appeals board and the sentences must still be confirmed by the university rector.

Katz and Ben-David, both charged that the sentences were "political" and sent a cable to Premier Begin urging the establishment of an investigative committee. Both Jewish student leaders charged that the conviction, coming days before scheduled controversial student union elections were designed to harm Kastel's prospects.

The two student leaders intend to call a meeting of the NUS council to decide on a possible student shutdown of all the country's universities if the sentences against them are not rescinded. Katz's position as NUS chairman is now unclear.

● Dr Gabi Baramki, the acting president of Bir Zeit University in the Israeli-occupied West Bank, has charged that the Israeli military administration is systematically harassing his university. He pleaded that the Israeli authorities allow the university to "complete the academic year properly."

Bir Zeit was closed down twice – each time for two months – this year by the Israeli authorities following bouts of rioting by students against the Israeli government and security forces.

Baramki's protest, made an an unusual press conference in (Jewish) West Jerusalem, followed night-time raids by Israeli troops on a number of Bir Zeit dormitories and Ramallah hotels serving as student residencies.

Israeli spokesmen said the raids aimed to apprehend two students suspected of terrorist violations. During the raids, said an IDF spokesman, quantities of subversive printed material were siezed in some students' rooms.

Baramki said that the raids were only part of the authorities' constant campaign of harassment of the university, its faculty and its students.

Economics, sociology enjoy a boom

from Guy Neave

PARIS

After two years in the doldrums, French higher education has been given a renewed vote of confidence by students. This is the conclusion emerging from the latest series of government statistics on enrolments.

Since 1979, numbers in French higher education have tended to stagnate. In 1979, for instance, growth was little more than 0.5 per cent over the previous year. In 1980, the situation was, if anything slightly worse. Now, in all sectors of higher education, the numbers are once again on the way up. Some 3 per cent more students enrolled during the current academic year compared to the previous one.

At present some 889,543 students are following courses in the French higher education system.

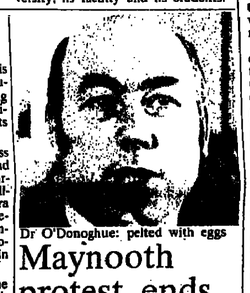
Particularly interesting, however, have been the switches in subject choice. Such fields as mathematics applied to social science and economic and social administration are currently enjoying a boom in popularity. Their clientele rose by 15 per cent this year. Nor is economics any the less flourishing – 13 per cent more first-time entrants opted for this field.

This outlook is less rosy for medicine. Partly as a result of government policy to tighten up on entrance requirements the numbers of medical students fell by 13 per cent. In pharmacy the reluctance of new entrants to take on this area is equally marked – 15 per cent fewer students this year.

Overall changes, however, hide some interesting developments in the type of university new entrants appear to be choosing. Over the past few years, particularly since 1977, the traditionally high prestige Paris establishments have seen their popularity wane with enrolments falling by 12 per cent while provincial universities have seen first-time entrants rise by 6 per cent.

Though doubtless a boon to less well known institutions, it is a trend that reflects straitened economic circumstances. If parents are less willing to bear the considerable extra expense of sending their young hopefuls to the seat of power and learning, there is also the perennial problem of finding suitable lodging in Paris.

In addition, there are some 108,607 foreign students in French higher education. In all some 12.2 per cent. But foreigners, though still coming to France, there were 1.2 per cent more this academic year, appear to be tapering off.



Dr O'Donoghue: pelted with eggs

Maynooth protest ends

from John Walshe

DUBLIN

The student occupation of the administration block at St. Patrick's College, Maynooth has ended without the threatened imprisonment of the protesters.

The college authorities had been granted a High Court injunction ordering an end to the occupation. The students defied the court, despite a warning that they would go to jail. However, the protest ended after a fortnight but without any real resolution of the fees issue.

Increased fees in other colleges have sparked off similar protests – part of the tactics employed by the militant leadership of the Union of Students in Ireland.

Education Minister, Dr Martin O'Donoghue was jeered when he visited his old alma mater – Trinity College, Dublin. On his second visit to the college he was pelted with eggs. In the Regional Technical College in Galway 300 students paraded through the canteen when the minister was attending a dinner.

Backdown over fees

from Geoff Maslen

MELBOURNE

The Australian government appears to have given up its attempts to reimpose fees on students studying for second degrees. Last week, the Australian senate rejected government legislation for the second time which would have reintroduced fees of up to A$1,000 (£600) a year for students studying certain second degree courses.

The newly appointed minister for education – the third federal minister to hold the position in three years – Senator Peter Baume – said the government would now consider its position on tertiary fees but he agreed that there was little the government could do while it was outnumbered in the senate, by the opposition Labor and Australian Democrat senators.

The package of three tertiary fees bills was returned to the senate several weeks ago after being defeated for the first time late last year. The rejection of the bills now brings to three the number of twice rejected government bills which will provide the legal basis for a government dissolution. The prime minister, Mr Fraser, however, indicated recently that he intends the government to serve out its remaining 18 months term of office.

Because of the defeat, the government will miss out on an estimated A$38m in revenue this year from the 13,000 students who would have been subject to the measures.

Three in four applicants will fail to gain a place

from D. B. Udalagama

COLOMBO

Thirty-two thousand students have qualified on GCE A level results for admission to Sri Lanka's universities next year but only 21,000 have applied for admission.

The balance have probably sought employment or opted for other fields of study, according to Dr Stanley Kalpage, chairman of the University Grants Commission and secretary to the Ministry of Higher Education.

But that seems only a partial explanation. The most students who will be admitted to the eight universities will be only 5,245 so the majority of the applicants will fail to gain places. Eligible students have also to contend with quotas reserved respectively for admission on merit on an island-wide basis, a district basis and from educationally backward areas.

Another inhibiting factor is that there is no assurance that students will be admitted to the university of their choice or even the courses of their choice. Which university or which course of study a student will be admitted to rests largely in the hands of the UGC.

Some of those who have qualified for admission but have made no application probably come low down in the aggregate of marks necessary for admission, making their chances negligible.

A major cause is the poverty of many students (in spite of bank loans and free tuition), particularly from rural families. Many parents have to sell or mortgage what little property they have to put their children through university.

There is also the problem of employment after graduation, especially, but not exclusively, in the case of arts graduates.

Although several thousand arts graduates are unemployed over varying periods, the largest number of admissions in the next academic year will be to the arts faculties.

The breakdown given by the UGC is as follows: arts – 2,150; law – 75; commerce – 325; medicine – 400; dental science – 60; veterinary science – 40; agriculture – 205; bio-science – 440; engineering – 480; architecture – 40; and physical science – 590.

One per cent of the places will be reserved for foreign students including children of Lankan diplomats abroad; children of foreign diplomats and UN personnel; children of expatriate staff in government and private institutions here and Lankan students now studying abroad, not covered by the first category.

Another problem – the lack of adequate hostel facilities – was dramatically highlighted recently when some undergraduates of the University of Colombo took over the premises of a former prestigious club, Queen's Club, which now houses the Special Presidential Commission investigating the misuse of power by members of the United Front Government of 1970–77 and of the present government.

Threat to teacher colleges

from Lindsay Wright

WELLINGTON

The secrecy surrounding investigations into the future of at least three of New Zealand's teachers' colleges has prompted the Association of University Teachers to call for discussions.

The colleges in Dunedin, Palmerston North and Hamilton are reported to have been given an ultimatum: merge with the local university, merge with the local technical institute or close down.

AUT president, Professor Tony Rayner says that when the association's national executive met recently there were grounds to believe that a decision to amalgamate with the universities had already been made in principle and was due to be announced shortly.

"There had been, however, no official communication that the decision was in the offing or even that the matter was under consideration", he said.

"It is by no means self-evident that merger with universities is the obvious solution to the current excess of supply of teacher training facilities. I am not saying that I necessarily believe they should merge with the technical institution rather than universities. However open discussion is required."

Discussions need to be held on conditions of employment of any teacher college staff members and on the possibility that the universities could find themselves, in the area of pre-service teacher training, having to comply with Department of Education teacher training regulations.

Meanwhile the Wellington Teachers' College, expecting some 400 students in 1983 in facilities built for 1,500 students has developed a set of proposals for the use of facilities which include the possibility of developing an education centre for teachers to provide inservice training and supportive induction courses for new teachers.

The college has suggested that it might become the base for a national school of arts and that it could be the base for a small educational research unit. These proposals are partly an effort to gain approval for the redeployment of an anticipated surplus of 20 lecturers and to pioneer new directions in teacher training.

The minister of education, Mr Merv Wellington, has confirmed that the government is studying the best possible use of the facilities now available and that he expects the study to be completed shortly.

With the Hamilton Teachers' College sharing a site with Waikato University, Dunedin Teachers' College on land adjacent to Otago University and Palmerston North Teachers' College only five minutes drive from Massey University, mergers with the universities might be considered advantageous on grounds of physical proximity alone.

All three universities have, in addition, close academic links with the teachers' colleges through the BEd degrees developed as joint programmes.

Islam sets up culture group

by Professor J. Coveney

The ancient city of Fez, religious capital of Morocco, has been designated the headquarters of a new Islamic International organization, the Islamic Educational Scientific and Cultural Organization (ISESCO). A conference convened by the Islamic Conference Organization was held at Fez this month to draw up the constitution of the new organization which, inevitably, is being described as the Islamic Unesco. The League of Arab States also has its Unesco, known as ALECSO (Arabic League Education Cultural and Scientific Organization).

The proposal for the establishment of ISESCO was made three years ago at a meeting in Fez of foreign ministers of Islamic states; the Islamic Conference Organization itself was set up at a summit meeting of heads of Islamic states held in Morocco in 1970. Membership of ISESCO is the same as that of the Islamic Conference and includes 42 members states, a number of which are not Arab speaking; the official languages of the Islamic Conference and of ISESCO are Arabic, English and French.

The Fez conference elected the ten members of the executive board of the organization.

Paul Flather looks at Lord Rothschild's report on the Social Science Research Council

Saved by the referee

There are already reports that Sir Keith Joseph, the Secretary of State for Education, is not a happy man. This is not altogether surprising. Whichever way you read Lord Rothschild's inquiry into the Social Science Research Council, the message to Sir Keith is the same: "Hands off".

The message is conveyed in blunt terms: to dismember the council would be an act of intellectual vandalism. It is also conveyed in subtler tones: "It is hard to accept the rationale for its dismemberment – casting the bits and pieces to a number of institutions, some of whom would be unwilling to digest their morsel and others incapable of doing so." Or again Lord Rothschild says: "The liquidation of the SSRC would immediately result in the creation of a new SSRC, different no doubt, in some ways from the existing one, but in important respects identical with it."

Lord Rothschild tells the politicians to leave the SSRC alone. In a very important paragraph he says: "The need for independence from Government departments is particularly important because so much social science research is the stuff of political debate. All such research might prove subversive because it attempts to submit such policies to empirical trial, with the risk the judgment may be adverse. It would be too much to expect ministers to show enthusiasm for research designed to show that their policies were misconceived. But is seems obvious that in many cases the public interest will be served by such research being undertaken."

The report also recognizes the important "buffer function" of research councils to immunize research workers "from understandable short-term pressures they might be subjected to by Government departments if the latter determined their research programme". It goes on to give three main reasons why Government funding of social science research should continue, and be done through the SSRC.

First, a number of important new disciplines, such as human geography, social psychology and social anthropology, with their own research needs, are peculiarly dependent on the research councils for support. Second, society needs a check on the credibility of "entrenched common sense", a subject Lord Rothschild became fascinated with. This is particularly so in emotionally charged areas such as race, crime, pornography, drugs, planning, prison design, slum clearance and so on. Third, restricting or abolishing the SSRC would impose a burden on "consumers" they could not sustain.

This leads Lord Rothschild to conclude the SSRC should be left in peace for at least three years, with its budget maintained "irrespective of what happens . . . to the other research councils." He writes that the SSRC's share of the science budget – some five per cent – is "distrubingly low" given the existence of social problems (crime, poverty, race riots, mental illness, the state of the economy and so on) . . . which most people would agree could benefit from intensive study. He adds that £20.9m is still a very large sum of money which must be "efficiently, extra-politically and successfully administered".

Finally he says there should be no more inquiries into the SSRC for at least three years. It has been the subject of an unusual number of inquiries, on average about one year for the past decade.

The relief from the social science community greeting these recommendations is palpable; and it is clear the report reflects the overwhelming majority of evidence sent in. Professor A. H. Halsey from Oxford was pleased there had been no nasty, hatchet job". Professor John Eldridge from Glasgow was especially pleased, given the climate in which the inquiry was launched, with Sir Keith known to be bent on extinguishing the SSRC. Professor Ralph Dahrendorf of the London School of Economics said the report had come up with "the right answer", while Professor Bernard Crick from Birkbeck College, London, said the report had gone to the heart of the matter – independence: research funds should be subject "to outside criticisms but not outside control".

Lord Rothchild said last week he had hesitated before he took on the inquiry because he knew nothing of social sciences and as a natural scientist faced a serious "language barrier". (It is impossible to think he would have refused the task, so much does he relish a challenge.) In any case three months is a staggeringly quick time for a serious Government report, a fact that must be recalled in passing judgments on the inquiry.

As Lord Rothschild writes, to make a full assessment of the subject one would have to develop a feel for the subject, and the author is the first to admit he may still not have done so. Naturally he has had to rely on a charmed circle of friends, advisers, even a relative.

For his comments on sociology he used Gary Runciman, Professor Jean Floud, principal of Newham College, Cambridge, and Sir Stuart Hampshire, warden of Wadham College, Oxford. In the inner cabinet were his daughter, Professor Emma Rothschild, Dr Roger Scruton, author of a recent book on Conservatism, Sir Peter Swinnerton-Dyer, master of St Catharine's Cambridge, providing analysis of post-graduate education, and Mr Leonard Hoffman, a barrister. He consulted one politician, Shirley Williams, and she because of her previous job at the Department of Education. Other friends included Lord Flowers and Professor Bernard Williams.

What happens now? Lord Rothschild is out of the frame, although typically he is still following up loose ends. Sir Keith will respond after a formal 60-day period of public discussion. Clearly there is no love lost between minister and servant. Indeed since collecting his brief, the servant has not talked to minister, although he learnt some of his thinking through leaked Cabinet letters.

The gulf between the two men is visible throughout the report. It opens with an exchange of memos, brief almost to the point of rudeness. It ends with an epilogue which in itself suggests the need for more social science research on social research research. There is also an adapted quote from Suetonius which is pretty blunt: *Ave imperator, victuri te salutant.*

Say it with Gowers . . .

The best-known paragraph in the report is the one saying the SSRC should go out and spend £6.50 of its £20.9m taxpayers' money on four copies of *Plain Words* by Sir Ernest Gowers. The SSRC in particular and social scientists in general are short on plain speaking, Lord Rothschild says. "These observations are not made in a spirit of idle pedantry," he says. "They are made to help the SSRC put across to the layman the importance of social science research and the existing methods of financing it."

This recommendation is particularly galling because exactly 10 years ago the then chairman Professor Robin Matthews handed out copies of Gowers to all SSRC staff "to help us write proper". It is also over-optimistic to expect most people to read material however it is written up. As Michael Posner, the SSRC chairman, says, it is hard explaining the work of those who do not seek to be understood to those who cannot be bothered to understand.

The SSRC has been bruised by these remarks, especially as specific examples of jargon are spelt out on page 89. But there are a series of more serious criticisms of how the council is run. Indeed while affirming the absolute need for the SSRC, nowhere does the report actually praise its operations.

Lord Rothschild says it is too bureaucratic. The number of committees, 70, seems "unmanageably large" and may account in part for the head office payroll strength. He says the 27 panels should be "drastically reduced" in number, and ad hoc committees should be used wherever possible. He quotes Kissinger: "Committees are consumers and sometimes sterilizers of ideas, rarely creators of them." The council is overflowing with referees, with too much caution and too much consultation involved in judging projects, the report says.

Lord Rothschild is, rightly, blunt on the future status of council members who do not attend council meetings. Four out of five Government assessors never attend such meetings. "This peculiar state of affairs must be rectified," he writes. Either they, or their alternates, should attend, or they should not be appointed.

The report says it is unsatisfactory to have a three-quarter or part-time chairman. The chairman should be full-time and for six years or part-time and non-executive, supported by a full-time secretary who is chief executive and who need not be a social scientist but must be a good administrator.

The report certainly underpins the kinds of criticisms regularly heard from academics. Many of its points echo criticisms raised by Professor Halsey from Oxford. Professor Bernard Crick of Birkbeck College, London, also agrees too many committees and staff have been immobile.

Lord Rothschild also takes a swipe at the calibre of some of the academics involved in the SSRC, though very discreetly. Specifically, he recommends that in future referees should be chosen by the SSRC "in formal consultation" with experts in the field. "Only those actively engaged in the field will know for example when some eminent scholar is past it, something which can occur at any age." Certainly not Victor Rothschild, who is 71.

Sociology: a suitable case for treatment

Sociology is given special treatment in the report "because it attracts adverse criticisms". There is throughout a definite, implicit condemnation of the way the discipline has developed in Britain, but as Lord Rothschild has admitted, nowhere are the criticisms made explicit.

But there is a firm recommendation that "under present circumstances and for some time to come" the SSRC should not help establish new departments or sub-departments of sociology, nor "prop up" those which specialists consider to be sub-standard. (Departments here should be read as a generic term, including courses, designated research centres, and other forms of sociology within the SSRC's ambit.)

It is early days yet but sociologists are already reacting to these criticisms. Professor A. H. Halsey from Oxford described the report in general as "a noble effort" but this recommendation as "purely gratuitous", while Professors Margaret Stacey from Warwick and John Eldridge from Glasgow were alarmed.

What does Lord Rothschild say? Sociology is first mentioned in chapter two, under a definition (penned by Gary Runciman) as the "study of social institutions and behaviour", qualified by three further paragraphs (page 6). Then in chapter four, headed *Why Social Science?*, Lord Rothschild provides some historical background so that the "present suspicion of the social sciences, which is noticeable in both major political parties and also among academics, is to be understood."

He writes that the social sciences got underway in the eighteenth century with high hopes and ambitious programmes, and this continued until the 1950s. Slowly, painfully perhaps, people realized these hopes would not be fulfilled, that theories of social change would not follow the pattern of Newton's laws of motion. "Scepticism about these schemes for a comprehensive sociological theory . . . has now become an orthodoxy in academic circles; there is a strong reaction against social science, and particularly against sociology."

At the end of the chapter Lord Rothschild, explaining why governments should fund social research, says the less ambitious and better established disciplines (human geography, social psychology, and social anthropology) which are "the heirs to the grander claims of sociology as a general science of society" ought not to be affected "by the backlash which the excessive claims of sociology, particularly in the USA, have caused."

In chapter 11, Lord Rothschild deals with *Criticisms of Sociology and the SSRC, together with some answers*. He reprints a long extract by R. E. L. Farris, professor of sociology at the University of Washington, Seattle, who says sociology has not achieved triumphs comparable to those of several older and more heavily supported subjects.

"It is not so much that Lord Rothschild is wrong in his judgment. But a natural scientist after all, he has probably he meant to. Probably that is a good thing.

The problems that exist left, right and centre

One of Sir Keith Joseph's great anxieties about the SSRC was that it supported too much left-wing research. This was understood to be one of the more important reasons leading to the Rothschild inquiry. It manifested itself in different forms: for example the SSRC supported too much Keynesian economic research, too little monetarist work, or more abstractly social *science* did not exist, so perhaps there was no need for a distinct social science research council.

Left-wing, right-wing, objectivity, political prejudice, bias, value-free, such terms are essentially contestable for social scientists, ever lurking, difficult to define away. The seminal work is probably Weber's essay on ethnical neutrality. Lord Rothschild's solution was to invent a new term: *extra-political*. He strongly believes social science research can be carried out without political prejudices influencing the results. This personal philosophy, he believes, is the equivalent of value-free research.

Lord Rothschild writes that those in charge "must be careful, conscientious, and aware of the problem of allowing personal political views to influence the objectivity of their studies, a problem that rarely affects the natural scientist."

Making the same point another way, he writes: "There are conservative economists, socialist economists, liberal economists, Marxist economists, SDP economists and, no doubt, Alliance economists: and the fact that economists can be classified in these terms strongly suggests that economics has not the objectivity which is a principal norm of a science."

He concludes that some parts of social science can be value-free and in this sense objective, for example population studies, while others cannot without distorting their aims, such as a study of the effects of housing on a given population.

One specific charge of bias is allowed to come to the surface. Lord Rothschild recommends an inquiry into charges against the SSRC's Industrial Relations Unit at Warwick University that is has been unfairly biased in favour of the unions. The recommendation is being seen as one political crumb offered to Sir Keith.

Gliders and parachutists over Arnhem in September 1944 taken by an Allied aerial photographer. From the Keel University aerial photo library.

After the last shot was fired

Karen Gold visits the aerial photo picture library at Keele University

Towards the end of 1939, amid the flurry of preparations for war, an Australian, Sidney Cotton, came to Fighter Command with a rather peculiar request. "Can I have a couple of Spitfires?" he asked Air Chief Marshal Dowding. "I want to take some photos."

With the two planes he was given, he and a compatriot flew over parts of Belgium, taking meticulous perfectly-focused pictures of every square foot of village, field and town. The reconnaissance value of such photos was clear at once to the Royal Air Force. Before long there was a team of aerial photographers, later reinforced by the American Allies, scanning virtually the whole of Western Europe.

More than five million of those photos, taken between 1939 and 1945, are now housed in a special library in the geography department of Keele University, where they form probably the largest aerial photograph library in the world.

Even so, many of those taken are not there. Wartime aerial photos of Britain are held by the Department of the Environment, the Scottish Development Office and the Northern Ireland Department of Finance, and Keele has no photos of Warsaw Pact countries or any neutral country in the war.

But Austria, Belgium, the Channel Islands, Denmark, France, West Germany, Greece, Italy, Luxembourg, the Netherlands, Norway and Yugoslavia are all extensively covered with photos on different scales and from different heights, and frequently taken on more than one occasion.

The difference in dates can provide one of the starkest records of war. A series of the Normandy coastline between April 30 and the end of May 1944, shows a pock-marked landscape hollowed into craters over a matter of days.

The first photograph held at Keele was taken in Belgium on November 18, 1939, from a Spitfire with a hole cut under each and a camera poking through, flying at just below 40,000 feet.

The majority of the collection was taken at considerably lower heights, with the largest group below 5,000 feet, taking pictures with a scale of 1:10,000. Some of the flying was as low as 2,000 feet, usually in daylight and over enemy or enemy-occupied territory.

It was a risky business. Speeds had to be slow and constant for the photos to be taken in careful pre-planned sequence and all-inclusive coverage, while the subject could be heavily guarded strategic position. Often, according to Keele's curator Mrs Sheila Walton, the film would be rushed back and prints be on the RAF interpreter's desk for him to oversee a raid, almost before they were dry.

German rocket sites in particular were often spotted and then attacked in this way, with the photographers being sent out again afterwards to check the success of the operation.

As many as 500 pictures might be taken in each sortie: three or four boxes full in the Keele library, which has files covering 750 square metres. In some of the boxes there are sortie plots of all the photos and flight maps as well. Many boxes have never even been opened.

The research value of the collection was realized during the war by professors of geography and archaeology, drafted into intelligence posts. But it remained in the possession of the RAF until in the late 1950s when professors at Keele, Aberdeen, Birmingham, Bristol and Cambridge joined in representations to the Ministry of Defence that the photographs should be in academic care.

Finally in 1962 they were given to Keele on permanent loan from the Public Records Office, under the supervision of the Lord Chancellor. They were stored in a brick works until 1966, when a specially-built library with a reinforced floor, paid for by the University Grants Committee, was completed to hold them.

Now, re-indexed geographically from the original date index, they are used by around 200 outsiders each year. Recently the library acquired a new camera and enlarger to speed up requests for copies which come from all over Europe and beyond.

There is also study space for visitors, who at present are not charged for doing their own searches, although they like everyone else have to pay for prints they want.

Some of the photographs have to be cleared by the MoD before they can be examined: in particular those of France, Greece and Norway. That process takes at least three weeks, according to Mrs Walton, and finding the area and date requested can also take some time, especially if a frequently-covered area, for example, Dunkirk, is wanted.

People who use Keele's library vary enormously. European engineers and architects use the photos for site plans, working for large commercial organizations and municipal re-developers.

Bomb-disposal teams can pinpoint their unexploded targets; archaeologists identify new sites and old settlements; lawyers collect vital evidence for land and boundary disputes.

For research, the collection provides a unique history of not only the period of war but also the change in the European landscape over the past 40 years. The library's main contribution to undergraduate teaching at Keele fits in here: armed with photos of 40 years ago, students on European field courses can trace coastal erosion and changing city patterns as well as the different use of land in modern agriculture.

Television and film companies, journalists, authors, teachers and museums all use Keele as a source of illustrative material.

But the most unusual – and often the most poignant requests – come from individuals, wanting a picture of the field where they were captured, the village where they lived, the street where their schoolfriends died.

Often bombing literally destroyed a place: not only its buildings but also all the records it held declaring its existence. For Germans who write to Mrs Walton, the photographs at Keele may be the only proof left of their pre-war homes.

Although the collection is kept at near constant temperature and the condition of much of it is surprisingly good, its quality is undoubtedly deteriorating. The cost of putting every photo on film – Mrs Walton's eventual aim – is at present prohibitive.

But if the current wide access to the pictures is to be sustained or even expanded as Mrs Walton hopes, the step will eventually have to be taken: "If you wanted to fly this area again, it would cost millions, but you still wouldn't have the 1940s.

"You can't put a value on the collection because you couldn't get it again. It's unique."

times, the
circumstance 8 n.
present time 121 n.

educational
influential 178 adj.
informative 524 adj.
educational 534 adj.
pedagogic 537 adj.
scholastic 539 adj.

supplement
increment 36 n.
augment 36 vb.
adjunct 40 n.
make complete 54 vb.
sequel 67 n.

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How to save education from itself

Brian Morton looks at the most recent publication of the Social Affairs Unit

"Education is too important to be left to the educationists." It's one of those glib generalizations which evoke a certain unconscious agreement precisely *because* they're paradoxical. Applying a similar logic to Vietnam and the Vietnamese, the Americans destroyed a country and its people in order to "save" them. Such reversals of emphasis are endlessly appealing and profoundly dangerous.

Less dramatic than the Vietnam parallel, admittedly, is the conclusion of the Social Affairs Unit in its latest publication, *Educated for Employment?*, that education needs to be saved from itself. Dr Bertie Everard, a former Training Manager for ICI and author of the above remark, continues: "Industrialists who ultimately foot the bill and who depend on it for educated recruits, must keep tabs on the quality and effectiveness of the delivery system."

Moving on from the shortcomings of the welfare state, the criminal welfare system and the general issue of a need for contraction in the education sector, the Social Affairs Unit has turned its attention in this its fourth publication to the need for a more precisely governed relationship between educator and employer.

Dr Everard lists poor cost-effectiveness, unmonitored teaching by staff deficient in managerial experience and an anti-industrial bias as the chief drawbacks of current educational provision from the point of view of the industrial employer.

The Council for National Academic Awards (a favourite whipping boy) does, of course, help maintain academic standards but CNAA is part of the infrastructure Dr Everard condemns. "Breaking the spell", an idea firmly rooted in the SAU's earlier studies of welfare and education, is the main aim here as well. Decentralization, independent monitoring, and a market-determined customer/contractor relationship seem to be the fundamental goals of the SAU's reevaluation of general and vocational training.

In her contribution to the study, "Further Education: Floundering Empire?" Marina Oliver develops the same argument. Dissecting the FE system, she presents an alarming pathology of decline and abuse: again, unmonitored teaching, expansion for its own sake, duplication and interdepartmental conflict, underused resources, distorted presentation of results, "cosmetic" moderation, drunken students and assaults on lecturers. The picture becomes almost absurdly bleak and unrelieved and Oliver's suggested solution is equally, absurdly simple. The common-sensical fallacy that a problem exposed is a problem solved rears up again. Improvement in FE can only be looked for "if employers, parents and students become critical consumers and challenge the waste, the incompetence, the worthless courses and assessments and the inefficiencies".

No question but that further education is a more concealed and unexamined area than either school or university education. This is partly because its aims are more sharply pragmatic and goal-directed. Unexamined, the establishment of those goals can become self-serving and inward-looking. Education traditionally has been resistant to and suspicious of attempts to impose external pressures on it. FE unquestionably suffers from being boxed within a too broadly philosophical definition of the educator's role while striving to remain responsive to very particular needs.

John Nisbet, Richard Lynn and Digby Anderson, Director of the SAU, have at least the merit of practicality on their side in their contributions to *Educated for Employment?* Dr Anderson revives the idea of the "voucher" system, returning to employers a proportion of their annual tax as an educational subsidy and thus allowing them a more specific mandate in course provision and ratification. Richard Lynn tries to blow life into the idea of a single, standard public examination for all adolescents to assess a basic facility in English and maths. So-called "overall" assessment gibes rather awkwardly with the unit's call for a post-school education system. A single core curriculum (cheap and good value though it may be) is only likely to reduce individual needs and talents to a lowest common denominator of functional competence. Given the unit's basic premise, standards of educational prowess can only be relative to fiscal needs, geared to the notoriously fluctuating demands of a market economy.

Educated for Employment? reeks of hostility toward professional educators. John Nisbet's suggestion that "in future all teachers might have, as part of their conditions of employment, in-service training of at least two or three weeks each year *out of term time*" is simply more of the "over-paid/under-worked" bias that makes nonsense of many of the SAU's conclusions, clouding some eminently sensible practical suggestions in prejudice and antagonizing those they presume to "reform". The unit's stated desire to ask unpopular questions and unbalance a stultifying consensus looks more and more aimless.

Unmonitored standards, self-interest, waste, drunkenness, violence? Members of the Social Affairs Unit begin after a while to sound like beleaguered conservatives armed with ideological riot guns. Their scattershot criticism does only indiscriminate damage and signally fails, so far, to bring down any real targets.

Leprosy vaccine is now being tested

by Thomas Land

A brilliant breakthrough by British scientists has put the seal on years of experiments around the world to produce the first vaccine against leprosy.

Its development comes none too soon. For leprosy is spreading rapidly as a result of increased resistance to drugs. The disease is most prevalent in economically depressed areas where large populations have no access to medical care and live in conditions of malnutrition and squalor. About four fifths of mankind live in such conditions in the neglected rural areas and the overcrowded urban slums of the developing regions.

Now a group of healthy male volunteers in north America and western Europe are to be exposed to leprosy to test the effectiveness of the new vaccine. The experiments, supervised by the United Nations World Health Organization (WHO), are likely to be widened later in the tropics – probably Africa and Latin America. WHO and the Council of International Organizations for Medical Science (CIOMS) have just endorsed a set of tough new guidelines for biomedical research involving human subjects.

The new vaccine may be important in widespread future public health schemes intended to eradicate the disease. But, to be effective, its application will have to be backed by radical economic measures to improve the living conditions of most people.

Scientists say that it may still take another decade to establish properly the vaccine's efficiency. But the complete eradication of the disease – the number of whose victims is estimated at 15 million – is at last in sight.

The breakthrough follows many years in which the efforts of scientists to establish laboratory cultures of the disease organism or to encourage it in animals used for vaccine production were frustrated. The first realistic hope for a leprosy vaccine was raised when scientists discovered that the organism flourishes in the body of the tiny, rare, nine-banded armadillo. It has taken several years to obtain sufficient quantities of the leprosy germ extracted from infected tissues and to purify the material for human experiments.

Now the vaccine has been developed at the National Institute of Medical Research in London from armadillos housed at the Microbiological Research Establishment in Porton Down, Wiltshire.

The vaccine has been used already for the treatment of advanced cases in Venezuela with a spectacular initial impact. It seems to encourage the natural immunological system of the patient to combat the disease agent in the body and to curb its progress.

Even if the vaccine proves safe and effective, the challenge of countering the disease will remain formidable for many years. The unusually long incubation period of up to 10 years makes attempts at eradication complicated. Treatment is lengthy, causing many patients to defect when they think they are cured. And the disease, which causes a higher degree of nerve damage than any other, is cloaked by fear and superstition, encouraging new leprosy cases to conceal their condition.

There remain many decisions to be taken by the UN, the scientists and the national governments concerned before the first large-scale application of the vaccine can get under way. Assuming the initial tests justify the present high hopes for the vaccine, WHO will recommend it for massive deployment.

The trials are to be carried out under the WHO-CIMOS accord adopted at conferences in Geneva and Manila late last year to safeguard volunteers from unethical practises. The code interprets the Helsinki declaration of the World Medical Association on fundamental principles in human experiments.

David Jobbins discusses workers' education in developing countries

The need for a more literate workforce

Commonwealth labour ministers meet next week in Geneva to consider whether more overseas aid should be channelled into trade union and workers' education in developing countries.

On the agenda at their first meeting is a paper which describes current activities in this field by trade unions in Africa, Asia and the West Indies.

Prepared by the Commonwealth Trade Union Council which brings together labour organizations representing over 25 million workers in 40 developing and developed Commonwealth countries, it outlines the value of training workers and union officials to back up state education especially where school and post-school opportunities are limited.

Workers are trained not only in the principles of labour relations but in aspects of economic development.

CTUC director Mr Carl Wright says in the paper: "Workers' education and training is particularly important in developing countries in view of the need to create a literate and well-informed workforce with union officials who are knowledgeable about basic principles of office management and accounting, and are familiar with industrial law and practice.

"The more educated the workforce becomes the greater the potential contribution it is able to make to national development."

Although efforts are already being made, only the surface is being scratched. The deepening recession, which has hit developing countries harder than the hitherto prosperous industrialized nations, makes union-run projects such as seamstresses' schools in Kenya, a craft centre for young workers in St Vincent, carpentry courses for Fiji's urban youth, and training for women plantation workers in Sri Lanka look pathetically inadequate.

While in some developed Commonwealth countries such as the UK thousands of trade unionists receive training in a wide range of skills, many fewer do in the developing countries.

But several have established residential labour colleges to provide teaching not available elsewhere. Plans are in hand for colleges in Tanzania and Nigeria to add to those in Barbados and Kenya.

Some Commonwealth trade unions have set up their own research institutes such as the Ambeker institute for labour studies in Bombay and the Joint Trade Unions Research Development Centre in Kingston, Jamaica.

CTUC is therefore seeking a recognition by ministers of the role of trade union and workers' education and its achievements so far, but more importantly a commitment to consider channelling money into such programmes.

Commonwealth ministers do not normally nor automatically accept submissions from non-governmental agencies such as CTUC. The Commonwealth secretariat has been cautious in its attitude during pre-conference discussions and has shown all the traditional signs of bureaucratic jealousy at CTUC's initiative.

But support has come from surprising quarters. The Conservative Malcolm Fraser government in Australia, no automatic friend of the labour movement, was instrumental in pressing for the employment ministers' meeting, and is a major contributor of funds to the CTUC.

No one can predict the ministers' response, but large-scale commitment of resources by the developed countries present seems unlikely in the short term.

Britain's representative at the meeting, which is to be held on the eve of the International Labour Organization's conference, is Mr Michael Alison, Minister of State for employment. Britain's attitude is expected to be cautious, reflecting the Government's concern over entering commitments which entail extra expenditure.

But the CTUC argues that trade union education is an essential component of established Commonwealth policy which calls for a broadly-based industrial training and experience programme.

Plantation workers in Sri Lanka: is their training inadequate?

Mr Wright says: "It can be argued that other more specific forms of in-plant training are dependent on the establishment of a successful programme of workers' education and training.

"Active support for such training by Commonwealth governments would demonstrate an awareness of the need to develop human potential and to utilize the great reservoir of experience which exists within the Commonwealth for the establishment of sound systems of labour relations in accordance with the needs of individual developing countries."

Informal discussions have already taken place with the Commonwealth secretariat about administrative backup for the scheme if it goes ahead. The secretariat's own internal staffing is currently under review, and CTUC says it is vital that its implications are taken into account.

But the key area where ministers can act is funding. Non-governmental spending on Commonwealth education projects is essentially limited to furthering contacts among member countries rather than setting up specific training projects in individual countries.

The opportunity for government funds may come from the Commonwealth Fund for Technical Cooperation, established to aid technical assistance projects which have been drawn up by governments of developing countries.

Mr Wright says: "Possibilities may therefore exist for the funding of workers' education and training in accordance with the existing procedures for CFTC technical assistance."

He hopes for strong support from Australia, Canada, some African states, India and the Caribbean countries.

Ministers are well aware that United States, West Germany and Eastern bloc countries are already training trade unionists in developing countries such as Nigeria, and the CTUC hopes they will see the need to step up its own activities to counteract non-Commonwealth influence.

Trade union leaders from all over the Commonwealth will be meeting a week later with the principal task of reviewing any progress made at ministerial level. TUC general secretary Mr Len Murray is due to deal with the issue when he speaks at CTUC's annual conference.

The modern world is more enlightened than the primitive, argues Jürgen Habermas. Anthony Giddens looks at his latest work

Reason to believe

The New Left: is it now old hat?

These days, what used to be called the New Left sounds positively old hat. It is difficult now, some years later, to recall the ambitious programmes of social change which whose involved with the student movement believed they could bring about, or the extreme feelings of hostility that those movements also aroused.

One of the main intellectual sources of the New Left, especially in Germany, was the writings of the Frankfurt School, a group of authors connected with the Institute of Social Research in Frankfurt.

The most influential of these figures were Max Horkheimer and Theodor Adorno (Herbert Marcuse, associated with the institute before the war, remained in the United States in the post-war period; the other two went back to Germany to re-establish the institute there).

Horkheimer and Adorno regarded themselves as Marxists, but their version of Marxism was distinctly unorthodox. They abandoned some of Marx's main views, including the notion that the working class would bring about a revolutionary transformation of society. They sought to produce what they called a "critical theory" relevant to contemporary times. They believed in the critical impetus of Marx while drastically reshaping his theories.

Their ideas may have acted as a source of initial inspiration to the German New Left, but Horkheimer and Adorno rapidly found themselves outflanked politically. Some of the student leaders wanted much more activist policies than either was prepared to countenance. A similar fate befell their young associate, Jürgen Habermas. Although he was only in the early stages of his intellectual career, Habermas's writings were themselves an important stimulus to the students movement. But he also found the students proposing courses of action, including ones likely to involve violence, which he could not support, and eventually he came into sharp conflict with some of the sections of the movement.

Habermas withdrew from active engagement in politics. Instead, he threw his energies into academic pursuits, publishing a series of writings which have become very well-known in Germany and abroad. Student radicalism may have suffered a dramatic decline, but Habermas's own work has gone from strength to strength, and he became among the foremost, as well as the most prolific, of current social theorists. His aim has been to continue the tradition of critical theory founded by the Frankfurt School, although along different lines to those of his predecessors.

Habermas's work has drawn sharp, even bitter, criticism from both left and right. For his writings are not easy to place, intellectually or politically. Self-professedly working within Marxist traditions, Habermas's views are far too revisionist to appeal to most others who would call themselves "Marxists". Yet his connexions with the Frankfurt School have made him an object of deep suspicion to those affiliated with conservative perspectives.

Habermas's thinking has been shaped in considerable degree by the controversies in which he has been involved. The accusation which Habermas directed against certain sections of the student movement – "Left, fascism" – has reverberated through his subsequent intellectual career. His preoccupation with isolating the conditions of rational decision making, and of specifying the conditions under which a consensus, governed purely by the "force of the better argument", can be brought about, evidently in some part represent a protracted attempt to come to terms with the implications of his notorious remark. Successive confrontations with Popper, Gadamer, Luhmann and others have also left a deep imprint on his thought.

But it would clearly be wrong to regard Habermas as primarily a polemicist. He is a systematic thinker, who has consistently sought to come to terms with a number of basic issues in philosophy and social theory. Habermas's writings range over an extraordinary range of topics, and it would be easy to see in this a diffuse eclecticism. Certainly he does incorporate into his own theories ideas taken from a variety of apparently incompatible approaches. Anyone who has the least bit of sympathy with Habermas's overall project, however, must recognize uneven work, and quite unnecessarily long. Purposes of communication would surely have been better served, and the main theses of the book would have stood out in greater relief, if Habermas had taken a razor to some of his material. The work is like a bumper edition of Habermas's *Zur Logik der Sozialwissenschaften*, which appeared 15 years ago, and in which he offered an analysis of a variety of leading contributions to social theory. His new book contains reassessments of most of the traditions of thought he discussed before. The difference is that these traditions are now considered in much more detail; Max Weber occupies a considerably more prominent position and the exegetical material is more directly focussed upon the conceptual framework of Habermas's own thought.

The book takes up problems that have preoccupied Habermas for a long while – the importance of language and communication to social life, and therefore to a critical theory of society. But he now organizes his discussion of these matters around questions of rationality. There are three respects, he proposes, in which the idea of rationality is relevant to social analysis. (Habermas if fond of talking in threes: the tables and classifications with which the book abounds are often based on threefold distinctions.)

One concerns "rationality" as debated in hermeneutics and Anglo-American analytical philosophy, related particularly to issues of relativism. If divergent cultures or forms of life have their own inner criteria of rationality, in what sense is it possible to make comparisons of them – and subject them to critical assessment – in terms of universal standards?

Another is to do with the rationality of action: how are we to grasp the distinctively meaningful character of human conduct? This touches upon questions of the significance of *Verstehen*, or the understanding of meaning, and of the role of the social sciences in claiming superior explanations to those which lay actors themselves already are able to provide as "reasons" for their behaviour.

Finally Habermas is concerned with the expansion of rationality as the "rationalization of society" characteristic of the modern West. Here is where he makes particular appeal to the writings of Max Weber, seeking to reformulate the conception of "reification" that links Weber to the early Lukács and to the Frankfurt School.

In defending an overall conception of rationality in each of these domains, Habermas evidently has a strong sense of swimming against the stream. He proposes a universal account of reason at a time when relativistic styles of thought have become fashionable in various areas of intellectual discourse – as, for example, in "post-structuralism". He wants to offer a vindication of enlightenment and modernity when for many these have become effectively discredited.

Philosophy, Habermas argues, has always had as its main task reflection upon reason. But contemporary philosophy has become a diverse array of specialism, no longer seeking to provide a unified world-view. This situation is partly a result of the collapse of attempts to found a "first philosophy": all attempts to provide unshakable foundations of philosophical reason have broken down. Habermas accepts some of the implications of this. Philosophy can no longer hope to develop the sort of grand metaphysical schemes such as were sought after by Kant and Hegel.

How should we use the term "rational"? Rationality has less to do with knowledge as such, Habermas asserts, than with the manner in which knowledge is used. If we consider the circumstances in which we speak of something as "rational", we see it refers either to persons or to symbolic expressions which embody knowledge. To say that someone acts rationally, or that a statement is rational, is to say that the action or statement can be criticized or defended by the person or persons involved, so that they were able to justify or "ground" them.

For those who know anything about Habermas's writings over the past few years it is easy to see where this line of thought leads him. He has often made the case that human language involves a number of validity claims, that are ordinarily implicitly made by speakers, but which can be made explicit. When I say something to someone else, I implicitly make the following claims: that what I say is intelligible; that its propositional content is true; that I am justified in saying it; and that I speak sincerely, without intent to deceive.

All of these claims are contingent or fallible, and all except the first can be criticized and grounded by the offering of reasons. When validity claims are rendered explicit, and when their grounding is assessed purely in terms of how far good reasons can be offered for them (rather than by constraint or force), there exists what Habermas calls a process of "argumentation". Argumentation, as he puts it, is a "court of appeal" of the rationality inherent in everyday communication: it makes possible the continuation of communicative action when disputes arise, without recourse to duress.

The ideas of communicative rationality is the basis upon which Habermas counters the tendencies towards relativism characteristic of much recent philosophical literature. In this context he discusses the nature of myths in traditional cultures and the relation between myth and science, in conjunction with the controversies to which Peter Winch's writings have given rise.

Myths, Habermas argues, are concretized modes of thought, which integrate many different aspects of life within a single intellectual domain. They express the organization of societies which have not generated separate intellectual domains, or arenas of discourse, within which argumentation may be carried on. Here we reach one of Habermas's main and most questionable proposals. The development of arenas of discourse, which he tries to trace through the emergence of the "world religions", and the subsequent differentiation of science, morality and art in modern culture, according to Habermas, signifies a general evolution towards an expansion of rationality.

The more we are able rationally to ground the conduct of our lives in the three main spheres of existence – relations with the material world, with others, and in the expressive realm of aesthetics – the more advanced our form of society can be said to be.

Enlightenment, obviously, is no joke. The modern world for Habermas *is* more enlightened than the primitive. In his evolutionary theory, Habermas tries to demonstrate that this still has some connexion with Marx's materialist conception of history. Since in the more traditional cultures the productive forces are underdeveloped, social life tends to be dominated by the hazards of nature. The need arises to check the "flood of contingencies". These cannot be checked in fact, so they are interpreted away, in myth. Myths merge the worlds of nature and culture, and attribute to elements in nature powers superior to those of human beings.

At this point, Habermas introduces the concept of the life-world (*Lebenswelt*). The life-world, as is suggested in phenomenology, is the taken-for-granted universe of daily social activity. It is the saturation of communicative action by tradition and established ways of doing things.

The life-world is a pre-interpreted set of forms of life, within which everyday conduct unfolds. It stores up the interpretative work of many preceding generations. The weight of tradition in the life-world acts as a counterbalance to the intrinsic possibilities of disagreement which communication raises. The process of social evolution, involving what Habermas calls the "decentring" of world-views and the separation of the three dimensions of discourse, alters the character of the life-world.

The more advanced the decentring process, the less the achievement of consensus is guaranteed by pre-established beliefs or codes of behaviour. The expansion of rationality thus presumes a diminution of the hold of the life-world in modern societies.

Weber's analysis of the rationalization of Western culture, Habermas argues, is of fundamental importance for understanding such changes. He

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Daniel Baron Cohen introduces Oxford English Limited

The great debate over literature is launched again

The much-publicized debate on the inadequacy of the Oxford English course prompted the decision to introduce an optional paper in critical theory into the first year curriculum. Evidently the issues were not satisfactorily resolved. Students will have to wait until next year for the mandatory period to expire before the new paper can be implemented and its effects assessed. The unformulated but tacitly endorsed eclecticism which characterizes the Oxford approach to English may well be redressed by a more rigorous critical awareness. But will this entirely clarify the causes of the dissatisfactions which students experience and examiners perennially observe? Do we need to examine the practice of English literature at a more fundamental, pedagogical level? Has the time come to ask whether literature still merits the privileged isolation it is still accorded in both university and secondary school syllabuses?

"Why Read Literature?" is the title of conference to be held on May 29 at the English faculty building, St Cross Road, Oxford. A panel of academics has been invited, comprising Dr Catherine Belsey and Professor Terance Hawkes (University College, Cardiff), Toril Moi (Clare Hall, Cambridge), Dr Peter Widdowson (Thames Polytechnic) and Dr Robert Young (University of Southampton), and the playwright David Edgar. They will be answering *questions about the teaching and study of English literature posed by* an audience of academics and students from English faculties throughout the country. The conference has been organized not by the Oxford English faculty, but by Oxford English Limited, an independent group of students who are attempting to remedy continuing dissatisfactions with their education.

The debate in February 1980 was similarly organized by students concerned with "the development of an informed self-consciousness as to the premises and methods of our study here". Dr Terry Eagleton called for "open debate about the theoretical assumptions which, often unconsciously, underlie the selection, analysis and evaluation of literary works". Carl Schmidt defended the faculty's silence by commenting that "the recalcitrance of one's seniors will incite, not daunt a student who is intellectually serious, not just agape to swallow fashionable flies". The following year a more voluble controversy flared up in Cambridge around the figure of Dr Colin McCabe; both incidents can be read as symptomatic of a deeper friction between conflicting pedagogies. Unfortunately, ill-focused public attention on one critical approach (structuralism) distracted from more pressing academic issues.

Oxford English Limited was formed earlier this year during the course of discussions provoked by last year's examiners' reports. These indicated particular and widespread inadequacies: students can neither confidently nor rigorously describe their approach to literature nor seem to produce what is required in their examination performance. Should the responsibility for these shortcomings rest entirely with the students? The reports appear to gloss more fundamental inadequacies. Our discussions suggest that the isolation and pressure students experience are conducive only to introverted and hasty study. The Oxford emphasis upon tutorials and lectures, and the scarcity of seminars, inhibit the communication and exchange of ideas. Any difficulties which students might experience are commonly attributed to personal inadequacy; some students, lacking confidence in their academic abilities, might not recognize that the causes of such difficulties may in fact be inherent in the very structures of the system within which they work. The students who do realize this are awed by a pervasive tradition almost impervious to change. Consequently they are hardly motivated to develop an effective alternative. The most urgent priority of Oxford English Limited was, therefore, to provide the opportunity for students to meet in a non-hierarchical and thus more relaxed setting.

It took considerable discussion before a new pedagogical concept could be formulated, a concept which, unlike the seminar or lecture, would attempt to give participants maximum opportunity to develop their interests and discuss their ideas, while acknowledging the importance of a stable structure and the presence of specialists. To dissociate this format from established pedagogical vocabulary and its implied connotations a new term was chosen. Each recourse was coordinated by two students with specialized knowledge, usually graduates. Their sole responsibility was to introduce several ideas, to supply and useful bibliographical information they might possess and to ensure continuous discussion over a period of two hours. The intention underlying this strategy was to ensure that participants were not intimidated by the rapid and seamless presentation of a prepared paper. A list of quotations, short texts, or questions had been made available several days before the recourse as possible bases for discussion. This guaranteed students the opportunity to attend equipped with material to contribute.

The initial reticence about speaking in public confirmed the need for a structure which developed participants' confidence in their own ideas. This emerged gradually when it became clear that the students coordinating the discussion were themselves volunteering incompletely formulated ideas. The graduate, used to working in almost exclusive isolation, welcomed the opportunity to discuss ideas developed in the course of research. The radical significance of these recourses, however, was that, given an average attendance of over 40 students, the majority were participating in animated discussions and in a competitive examination term were taking a break from private revision to share and extend their ideas.

The conference was conceived partially as a further attempt to guarantee active dialogue (at "Oxford's great English Literature debate" only

The Oxford approach: tacitly endorsed eclecticism?

a handful of the audience of 400 who attended were given time to speak). The format of the panel forum in the afternoon had been chosen to avoid the authoritarianism implicit in the traditional debate format and to prevent the rapid polarization which such a structure encourages. This forum will be preceded by a morning of workshops which will discuss the present parameters of the study and teaching of literature and possible development beyond them. The question, "Why read literature?", is designed to provoke polemic and a wide range of interpretations and responses. In a technocratic society where education is increasingly perceived in utilitarian terms, the study of literature urgently has to redefine its social value. Meanwhile, the recent discussion of cultural practices, such as feminist, film, and television theory, previously excluded from the prestigious enclosure of "literature" have challenged the primacy of the printed word in our study of imaginative discourse.

Members of other faculties have been invited to attend in the hope that the ensuing dialogue will both reveal the ideology peculiar to Oxford and provide an impulse toward future initiatives. From the response to this conference, it will be possible to assess the prospects for a greater exchange of ideas between English faculties in this country and between English and related disciplines.

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Reason to believe

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offers a detailed critical discussion of Weber's writings, making use of the latter's concepts, but also arguing that his view of modern society was too sombre and pessimistic.

Weber did not sufficiently distinguish positive from pathological aspects of rationalization. The positive aspects are those which open up new areas of life to argumentation or discourse. Rationalization becomes pathological when the traditions of the life-world become eroded without being replaced by institutions allowing for the reasoned justification of action. This is exactly the situation which Horkheimer and Adorno called "reification".

Habermas thus draws a direct connexion between Weber and the Frankfurt School. But he is just as critical of Horkheimer and Adorno as he is of Weber. In a conceptual move that would have seemed probably quite unpalatable to them, Habermas tries to connect the idea of reification to the work of the *doyen* of orthodox sociology, Talcott Parsons. He is, needless to say, critical of Parsons too; but nevertheless he takes on board some of the main theorems of Parsonian thought.

The notion of reification, Habermas says, should not be associated – as it was by the Frankfurt School – with rationalization as such. Rather, reification should be connected with the functional needs associated with modern societies. All modern societies have to provide for the expansion of what – following Parsonian-style systems theory – Habermas labels the "steering mechanisms" which allow for social change.

The two main steering mechanisms are to be found, as Parsons has indicated, in economic and political institutions. The disentangling of these steering mechanisms from the life-world is intrinsic to modernization. However, the life-world can become drained of the very traditions and modes of life which economic and governmental institutions need for their continued functioning.

Habermas refers to this as the "colonization of the life-world" by institutions which demand more than they put back into the conduct of day-to-day social life. We need to inject communicative rationality back into the everyday social world. The colonization of the life-world has a double implication. Within the life-world itself, reification has the consequence of loss of moral meaning, and creates a range of associated problems for people's daily lives. From the perspective of the steering mechanisms, the result is a set of motivational and legitimation deficits".

Whereas in his previous work Habermas saw "motivation crises" as, in a certain sense at least, more deeply embedded than "legitimation crises", it now appears that these connect directly to each of the steering mechanisms, and are of equivalent potential importance. Lack of motivational input creates problems for the maintenance of economic organization; while a diminution in legitimation threatens the stability of the political order.

The tasks of critical theory today, Habermas concludes, have to be integrated with this appraisal of the institutional form of, and the tensions inherent within, contemporary capitalism. New conflicts, and new social movements, have developed which diverge from the older types of class struggle centred upon production relationships and the welfare state.

Such conflicts no longer primarily concern the distribution of material goods, but rather cultural continuity and socialization. Since they are an expression of the reification of the communicative order of the life-world, it follows that these tensions cannot be alleviated through further economic development, or technical improvements in the administrative apparatus of government.

The new conflicts, and associated social movements, derive from problems that can only be resolved through a "reconquest of the life-world by communicative reason" and by radical changes in the normative order of daily life. How far do they contain an emancipatory promise which might in a significant way transform existing social institutions?

Habermas hedges his bets; but he is inclined to see the new social movements as primarily defensive, concerned with protecting the life-world against further colonization. Ecological and anti-nuclear movements are of this kind, since they are characteristically linked with the impetus to defend the natural environment against despoliation, and to recreate communal relationships of various forms.

The theory of communicative action helps us to understand the origins of such movements, however, and can indicate some of the ways in which real change might be achieved; it replaces the older type of critical theory, founded upon now untenable philosophical positions.

It will take some time to digest the implications of a book such as this, written in the grand manner. However much one might cavil at its length, it is impossible not to be impressed with the encyclopaedic range of Habermas's discussion.

As a synthesis of his own thought, it brings out the unity of the theoretical standpoint which he has worked out over the past decade or so. It contains at the same time a veritable treasure-trove of critical commentary on the works of others.

Habermas's writings have been so consistently subjected to scrutiny by friend and foe alike that it is probably hard to explore any aspects of them where the critical ground has not already been well dug over. But it is not difficult to see where some of the most problematic features of his views, as expressed in this new work, are to be found.

According to Habermas, rationality is purely procedural, concerning only the way in which decisions are arrived at or actions are justified. But this is unlikely to persuade either those philosophers who feel there are no universal criteria of rationality, on the one side, or those who want something some substantial, on the other.

For although Habermas rejects relativism, his approach does not seem to yield much that would help actually to resolve the problems which have worried those who have been concerned with the issue. In claiming that the processes of rationalization involved in Western culture have a general application, Habermas leans rather heavily upon a particular conception of social evolution. Evolutionary theories, however, have always been difficult to disentangle from the presumption that West is best, and it is not clear that Habermas is more successful in avoiding this presumption than others have been.

Finally, Habermas's interpretation of Weber is questionable, and the uses to which he puts some of Weber's ideas is bound to cause misgivings among those who want to preserve a more strongly Marxist element in critical theory. Anyone who draws as heavily upon Weber – filtered through Parsons – as Habermas does, is likely to find it difficult to resist Weberian conclusions about the fate of modern societies. Weber did, after all, expect there to be protest movement directed against the rationalized character of modern life. He simply thought it utopian to imagine that such movements could be successful in turning back the oppressive consequences of rationalization.

In spite of what Habermas has to say about frustrated validity-claims, and about the colonization of the life-world, it is difficult to see that his approach leads to different conclusions. These things having been said, there is no doubt that Habermas's work represents a formidable achievement. Those concerned with social theory will be reading and re-reading it long after most of the current literature in the social sciences has been forgotten.

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Can the TV networks adapt to the emergence of the cable, satellite and videorecorders or will they die off? Phillip Whitehead looks at the chances

Survival or extinction

A new climate is affecting the ecosystem of British broadcasting. That regulated diversity which the Annan Committee saw only five years ago as the pattern for this decade and beyond may now be dissolving under pressures which combine ideals and industrial huckstering under a patina of pluralism. One ITV chairman, John Freeman, asked the Royal Television Society in 1979: "Are we perhaps wrapped in an imaginary cocoon of permanence? The advancing tide of cable, satellite and videodisc and combinations of all three, will not, of course, kill off air broadcasting even though it will lead to a very rapid development of narrow-casting. It may well change almost out of recognition the present institutional forms. I do not believe that this tide of change will be stemmed for long."

The same point has been put more crudely by the American cable operator Ted Turner, who from his Atlanta-based national cable operation in the US is challenging the most cherished preserve of the networks – news gathering – with his Cable News Network. "The networks are like dinosaurs when the mammals came along. We're eating their eggs and they're going to disappear." Already operations like this would claim to be much more than the "ravenous parasites" described by Annan. But ravenous they are. If the mass audience fashioned from scarce frequencies, public control and guaranteed and separate sources of finance is being fragmented by cable, satellites and video-recording will the old dinosaurs be able to survive? Their ability to adapt is now in question, their powers of institutional patronage under challenge.

Nevertheless the institutions of British broadcasting, as they have developed under the BBC/IBA duopoly, are durable. No other outlet, worldwide, has the reputation, quality and variety of outlets possessed by the BBC. It is, as Annan described it, "arguably the single most important cultural organization in the nation".

For its part, the commercial system with its sophisticated monopoly access to advertising revenue entrenched in the new Channel 4, where space is sold by the ITV companies, scoops more of the commercial revenue pool than is the case in many other European countries, where the proportion of GNP spent on television is far lower. There is no evidence that the British so dislike the system they have that they would will a rapid shift towards the kind of dial-a-programme telephone exchange dreamed in Mr Peter Jay's philosophy. In such a system our current regulations would seem absurd in electronic publishing as, in retrospect, was the era of the stamped press. We are likely to move more slowly towards a greater diversity of outlets, but very fast towards breaking down the tyranny of the schedules, through the use of video-recorders. These processes of technical change are likely to have a more considerable impact on ITV than on the BBC, but the symbiotic relationship between the two will leave the Corporation also profoundly affected.

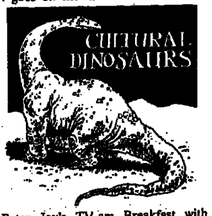
For the chieftains of ITV this is the best of times not the worst of times, though they do not acknowledge it. In a deep recession, the advertising revenue earned by the 15 monopoly sellers of time has boomed and boomed again. After the 1979 strike a comparatively good year was predicted for 1980. But in 1981 the revenue did not fall away as it had done in the less severe recessions of 1969–71 and 1974–76. It rose by 15 per cent in 1981 over 1980, defying all predictions. In the first quarter of 1982 it is up a further 25 per cent on the previous year, and ITV will produce £700m in TICA net revenue this year, compared to £529m in 1980 and £611m in 1981.

ITV therefore can well afford the £45m in rental charged by the IBA, and the subscription income to run Channel 4 of around £100m in a full year – (set against extra earnings from the new service). The system can carry "Brideshead Revisited", a production with stars and budgets on a Hollywood scale costing more than the Arts Council gives to the English National Opera for a whole year. It can give us the cultural artefacts of Mr Melvyn Bragg, the foreign news reports of Mr Jon Snow, and the plays of Mr John Mortimer. But it is staggering under immense costs. Eighty per cent of them are labour costs (compared to 66 per cent at the BBC).

In the three years since the ITV strike it has still not been possible to conclude agreements with the unions for the new technology of ENG (electronic news gathering) in all the major companies. While the "talent unions" look forward to an expanding future the studio attendants of NATKE and the electricians of the EEPTU have all the *angst* of a dying craft which affects the print unions of Fleet Street. The parallel with Fleet Street looks uncomfortably close where any company is forced into contraction or change, as the new Central Television (formerly ATV) was with the closure of its Elstree Studios and the forlorn attempt to open a new studio at Nottingham this year.

Where salaries are high (a producer would earn £25,000 a cameraman £20,000 and a videotape editor £16,000 in a major company) only a relentless expansion of revenue can keep pace. This ITV has enjoyed and it has exercised a tidal pull across the pool of talent on BBC employees as well, as long as the duopoly persisted.

These are the dying days of the duopoly, however. The system of broadcasting is being altered both within and without. Within, Channel 4 goes on the air in November and



Peter Jay's TV-am Breakfast with Frosty a year from now. The latter may make little difference. Its superstars will be hard put to earn £30m in annual revenue, and will now have to compete with a cut-price BBC *doppelganger*, hurriedly thrown together by the Corporation.

Channel 4 is a different matter. This much contested final UHF-band channel, for which the public has done most of the investment by buying or hiring the necessary 4-button sets, will broadcast from the outset to 87 per cent of the nation's viewers. If it gets 10 per cent of them to watch, as its visionary chief executive, Jeremy Isaacs, intends, it may earn over £110m for the companies with whom it will jointly sell advertising time by 1984, and thus pay for itself. It is assumed that that production with stars and budgets on a Hollywood scale costing more than the Arts Council gives to the English National Opera for a whole year. It can give us the cultural artefacts of Mr Melvyn Bragg, the foreign news reports of Mr Jon Snow, and the plays of Mr John Mortimer. But it is hope to sell a large element of subsidiary programmes – some of them like Thames and London Weekend below national cost – their own furtive hope is that Channel 4 will alter the balance of power and therefore of costs. "It may still use too many people," says one top company executive, "but it will shake out some bad practices".

It will do more than that. It will bring a real variety to editorial voices, with programmmes like the news review *Friday Perspective* which will self-consciously stand outside the conventional editorial wisdom of the major channels. It will allow new techniques, and varying standards of technical expertise. It will do what the major networks have signally failed to do, and begin to pay off television's immense debt to the cinema. "The networks", says Anthony Smith of the British Film Institute, "have done nothing for film. Channel 4 is only doing what ZDF has done for years in Germany". Twenty films, for cinema as well as television showing, are in production for Channel 4's first year. It's average contribution to their budgets is around £300,000. Some like *Angel* currently showing at Cannes, have almost double that.

For all its deliberate asymmetry Channel 4 completes a pattern. It is a recognizable part of the television landscape, a new source of patronage and power. It will reduce some costs in the system. It will increase some others, like the purchasing cost of foreign films, by pushing up demand. But it has set loose a ferment of hopes.

Annan wanted the fourth channel to be a publishing house concept. The growth of facilities houses and production units is matched by risk capital looking for a cause. Even with the present surplus of studio space in London city bankers, in alliance with D. C. Thomson of Dundee (publishers of *The Beano*) have put up £8.5m to convert two dockland warehouses into massive studios. Companies like this one look to Channel 4 to provide their bread and butter; the jam butties will come from new production needed for the video and cable markets in the English-speaking world. Or so they hope. Only one such company really flourished during the first 25 years of the duopoly. Now they are everywhere, and production will be diversified in consequence.

The sceptics say that too much risk money is chasing too little talent. A lot of it will be offset against tax, but some will be lost. Channel 4 must expect its share of honourable failures. BBC 2's Controller, Brian Wenham, who has to watch this new rival closely, says that "the number of people who can make material of high quality, which can appeal to more than a limited target audience, is very small". British viewers will demand the best because, technically, that is what they have had. They want it, however, at the time of their choosing, and now such a time-shift is possible.

As this is International Video Week we should acknowledge that the mushroom growth of VCR (video cassette recorders) is busting open the carefully constructed schedules of mass audience broadcasting, with their junctions, trials and inheritance factors. Six per cent of households had a VCR by the end of 1981, usually rented. By the end of 1982 that figure will have doubled. There will be 2.5m sets in use. By 1985 that number will have doubled again. The potential is mostly evident in the rash of high street video centres renting first-run movies at £1 per 24 hours, but it equally lies in distant learning by cassette, in special programming for ethnic minorities and interest groups and in the television classics re-cycled as Thames TV have just done with their *World at War* series.

Surveying VCR habits is a new art, but early research by AGB Ltd shows that 86 per cent of video-viewing is self-recorded, mostly of feature films. The viewer is freed from the tyranny of the schedules. As the AGB chairman put it at this week's Economist Video Conference: "When faced with a choice between *World in Action* and *Panorama* . . . at the same time on a Monday evening . . . our *Homme moyen sensuel* with VCR can turn instead to soft porn or *The Sound of Music* or *Citizen Kane* or indeed a recording of *Coronation Street* which he may not have been able to see an hour earlier". The effect on ITV could be a fall in its advertising rates and revenue, if the mass audience breaks up, and ads are reduced to gibberish on the VCR by resolute hands on the fast forward button.

The screen in the corner is already the domestic video display unit for other uses too. Children can harness it to simple computers, now selling for less than £70, or for electronic games. Their parents have the opportunity to plug into the rival computerised teletext information services – ITV's Oracle and the BBC's Ceefax – and 300,000 households already do so. In this area the networks have already seen the emergence of a rival outside their sphere, the more complex and comprehensive viewdata service, Prestel, run by British Telecom.

Another system which may be launched next year to wean viewers away from the domestic television screen is the video disc. If it is cheap enough to overtake the early lead of video cassettes it could make the first serious dent in the pattern of home viewing, which now comes directly or recorded off-air. Power would then shift towards the producers of such information and entertainment, sold across the counter in a manner indistinguishable from books or gramophone records.

The main challenge to those who serve and those who regulate mass audience viewing has long been seen to come from the powerful combination of cable distribution and satellite transmission. For many years prophets of what Brian Wenham calls the Third Age of Broadcasting have been making the pilgrimage to Columbus, Ohio, to see a future that works. They have shining visions of the Wired City. A hundred-channel systems will become as essential and basic as the electricity grid, or the sewers (except that, in the case of much of what passes for "access" viewing, you could argue that the effluent is going the other way!). The big money spinner is the Home Box Office, with over seven million suscribers linked by satellite, but it shares space with a multitude of programmes "narrowcasted" to specialist cultural, ethnic, religious and local communities. The $2.000bn revenue earned by cable is expected to increase tenfold by 1990.

This system of Pay-TV was rejected by the Annan committee, which saw cable companies of the HBO type as "ravenous parasites" living off the creative skills of television and the cinema. It proposed instead the steady development of a national broadband telecommunications system, with the existing cable operations (reaching about 20 per cent of the population) confined to a local community role. But the initiative has now passed to those in the Department of Industry and the Cable Television Association which believes that what is good for Redifusion is good for Britain.

The Information Technology Advisory Panel (ITAP) has produced a report calling for private industry to wire up the land – or at least the profitable half of it. The fillip to industry would indeed be considerable, but it has to be said that the ITAP report was a disgraceful state paper. It urged speed to pre-empt any political second thoughts. It ignored considerations other than the commercial. Does the nation need a national broadband system by co-axial cable and optic fibre? If it does, should British Telecom, which already has wayleaves ducts and access to most homes, provide it? In the passion for de-regulation, should what Paul Fox of Yorkshire Television calls "a group of high-street traders" be freed of an obligation to carry the network broadcasts, while they solemnly promise not to put out obscene, seditious or propagandist material and to use "careful judgment over unduly violent or sexy material" on what Richard Dennis of Rediffusion calls "private service narrowcasting"?

Those matters are to be considered by Lord Hunt's committee, which has but a short time to ruminate. Who will be the regulator, national or local? Can there be the traditional obligations which have been laid upon the broadcasters? Should programme provision be separated from operation? If subscription – as in the US – is the popular means of finance, how can cable networks be prevented from buying exclusive monopoly rights to national events? All this Lord Hunt must report upon by September. He will have to consider whether the powerful cable operator, with a local monopoly, should be allowed to flourish on a staple diet of films, sport and pornography, however many other interest groups get their turn on the wire – some in turn trying to compete in sensation like the *Ugly George Show* in New York, wherein an eccentric with a video camera roams the streets persuading women to strip for the viewers!

If cable companies, linked by satellite, bit deeply into the mass audience they would damage the present over-the-air broadcasting authorities. Network viewing would fall. So would advertising revenue. ITV would be hit in its rate card, the BBC in its claim for a licence fee which covered half of all national viewers at any one time. Reduced revenue would hit programme quality – quality moreover predicated on the obligation to provide comprehensive and balanced services, unlike the local operator.

Lord Windlesham, no left-wing paternalist, has said the the effect on BBC and ITV of a market-oriented cable and satellite system would be "volcanic". The cinema, the local theatre and the local newspaper, would suffer even more. The best (or most lavish) films would continue to be staged – might even profit from additional sponsorship as it was piped to the nation's subscribers. The best news services would be disseminated. The best sport would be better remunerated. But all these services would go to those whom it

continued on page 30

BOOKS

A tide of dissident polemic

by Peter Sedgwick

The Voice of Experience: experience, science and psychiatry
by R. D. Laing
Allen Lane, £7.50
ISBN 0 7139 1330 4

In his writings of the sixties R. D. Laing was able to exert a powerful influence among many of that intellectual generation because of the coincidence of his concerns with a number of themes – chiefly the identity crisis of the young, the quest for heightened experience through drugs, and a diffuse, romanticized radicalism – that marked educated consciousness in that period.

Laing used his therapeutic adventures among schizophrenic patients as the pretext for this broad cultural and political exploration; and, while he seems to have withdrawn from the simplistic position which made schizophrenia into an artefact of social labelling, conducted by repressive parents in collusion with psychiatrists, the "Laingian" position on this illness remains a fairly frequent option in some sections of the public, perhaps because its dramatic potential is much more considerable than that of more medical or more agnostic accounts.

In the present work, as in some of his more occasional writing in the past few years, Laing has again captured certain themes which are typical of the loosely dissident currents of the time, and can indeed be said to have pioneered their expression. For some years there has been a concentration of public interest in the processers of childbirth, culminating in the demands by many mothers to be given access to techniques of delivery which are at variance with the high-technology methods of hospital obstetrics. Laing has for some time worked as a publicist for the LeBoyer method of infant delivery (which avoids any precipitate cutting of the umbilical cord) and has gone beyond the practitioners of "alternative obstetrics" (such as LeBoyer and Odent) in suggesting that at least as much theoretical attention should be devoted to the earliest stages of pregnancy, in the first formation of the embryo, as to the negotiation of the foetus's hazardous exit. Another and very different dissident current in relation to natural science has insisted on the importance of deviant claims to cognition and perception, in such forms as telepathy, the sighting of UFOs, precognitive experiences, the impression of astral bodies, and various hallucinatory or visionary states which are mentioned rarely at scientific meetings and never in *Don's Diary*.

Laing's current preoccupations are an attempt to unite the interests of the foetal enthusiasts with those of the cognitive deviants. It may be objected that there is no particular reason why proponents of LeBoyer obstetrics should have any ground in common with the experiencers of astral bodies, or why the analysis of the embryo should overlap with an interest in theories about reincarnation. But then there was no particular logical connexion between hippies and schizophrenia sufferers, or between either of these and the devising of political strategies for resisting capitalism. Such, however, was the power of Laing's prose, and such the intellectual and cultural climate of the late sixties, that large numbers of his readers became convinced that these dissonant and divergent questions were inseparably bound up together. It is by no means improbable that Laing's latest efforts in synthesizing the apparently unrelated will meet with a parallel success.

The Voice of Experience begins with a series of polemical object-lessons designed to show us how scientifically expert knowledge may dismiss or suppress deviant subjectivity. Some of these examples are taken from psychiatric approaches with which Laing disagrees. Not only biologically-based psychiatry is criticized, for excluding considerations of intentionality and humanity from its view of patients, but even the existentialist and psychoanalytic frameworks, on the grounds that some of their foremost practitioners, like Bion and Binswanger, have engaged in intrusive and dogmatic over-interpretation at the expense of understanding their clients. While some of these earlier sections of the book focus on "objective" and natural-scientific approaches as their target, we are not given any assurance that a more phenomenological involvement in what the clinician takes to be the patient's subjectivity will free us from the interpretative imposition of patterns decreed from the outside.

Laing's unease at the pitfalls of phenomenology as a replacement for natural-scientific approaches to the psyche is a welcome point. Paradoxically, this sense of doubt is reinforced by a reading of the many capsule case-histories that he gives in this book. All of them sound like the productions of distinctly Laingian people: articulate to the point of elegance, with dilemmas and binds expressed in a world-weary but wry dialectical mode that might have come straight out of his earlier *Knots*: or else victims of a deep existential panic like the inhabitants of a Francis Bacon painting. Laing remains a consummate verbal artist who produces gripping and empathetic portraits of his clients. If some of us remain attached to the possibility of a scientific project of understanding mental torment, it may be because the scientific quest constantly raises the possibility of *error*, at all levels of description and explanation, which a more literary method tends to occlude through its very capacity to move us.

In any case, within this book, Laing is not primarily concerned with the production of an adequate alternative psychiatry. As the sequence of illustrations and allusions develops, we are taken out of the therapeutic endeavour and into a project of matching elements from subjective fantasy (only some of it drawn from the mentally ill) with patterns which can be extracted from embryologists' accounts of what happens to the fertilized ovum. Here Laing undertakes a complete reversal (though not an explicit retraction) of the polemic he has engaged in the first part of the book. There, he was opposed to a natural-scientific appraisal based on a part-knowledge of human organs;

R. D. Laing

here, he idenifies strongly with the anatomists' and physiologists' account of reproductive processes. There, he inveighed bitterly against cutting up laboratory animals; here, he freely uses data obtained through extensive use of dissection. There, he raised all kinds of doubts about the specification of any particular material substrate, in the developing brain, which may be said to be the precondition for conscious experience. Here, he focuses on a particular series of material events, located in and around the developing ovum, as the foundation of patterns in mythic and fantasized experience.

It is true that, in drawing out these stated correspondences between biological and mental events, Laing expresses some uncertainty about the direction of influence from one to the other, or indeed on the very question as to whether we are "called upon to elect one domain as the 'basis' for the other." But the general drift of his suggestion is that the somatic patterning in the first period after conception is the basis or original of the later symbolic significances.

Whether or not readers find these parallelisms persuasive (I, for one, did not) is less worthy of note, perhaps, at present than the observation that the foremost sociological and interpersonal publicist of psychiatric deviancies in the sixties (and after) has now moved into the stance of a biologically-based proponent of "alternative medicine." This progression is very much in keeping with the revival of biological modes of addressing social and psychological problems during recent years, and illustrates once again Laing's significance as an indicator of the voguish.

The value of this biologizing as applied to complex psychological material remains very obscure. Is one to take it that Laing now offers interpretations to his patients about the placental or umbilical symbolism in their fantasies as Freudians offer interpretations about penises and breasts? At certain points he moves into some fierce infighting with other analysts about their selection of phallic over umbilical interpretations; yet he has earlier warned us against the intrusive categorization of fantasy. There is always the consolation that a psychopathology based on a bad intra-uterine relationship with one's placenta is liable to be less noxious, as it is founded on a shorter duration, than a lengthy double-bind with the horrid parent one has to confront after release from the perils of the uterus. In either case, the condition of parenthood is obviously fraught with terrifying consequences.

One of Laing's chapters here, called "Recessions and Regressions", is signally different from the guerilla war with (and within) biological medicine that characterizes the rest of the book. It is a neat series of distinctions between the processes of harking back to earlier forms (regression) and searching for simpler and more integrated forms (which Laing calls recession). There is a note of warning here that some forms of regression may be counter-therapeutic, a "shambles" or confusion even worse than that of the untreated state. On this point I would offer two comments.

First, Laing is here offering an oblique confirmation of the criticisms made by several opponents of his therapeutic method who alleged that patients could be left in a disintegrated or regressed state in the course of his practice. Second, it is notable that a large number of psychotherapies have emphasized regression, sometimes linked with abreaction or acting-out, as their prime distinctive method. These therapies, from the early treatment of shell-shock down to Janov's primal scream and the Laingians' Mary Barnes, have always enjoyed a special attention among the lay public, and it is time that somebody inquired into the sources of their relative popularity.

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Coping with reality

The Family's Construction of Reality
by David Reiss
Harvard University Press, £18.20
ISBN 0 674 29415 7

The part played by cognitive processes in solving the recurring problems of interpreting and understanding our everyday environment has become increasingly recognized as an important question for social psychology, reflected in the growth of interest in such areas as attribution theory and personal construct psychology. It is Reiss's aim to extend this approach from the individual acting alone to the family group acting corporately.

Starting from the experimental laboratory observation that families seemed to have distinctive styles of solving card-sorting problems which were not reducible to the approaches of their constituent members, he seeks to develop a theoretical model of how families construct means of coping with their everyday environment.

The theory is that a family develops a "paradigm" – a common view – of its social world, which enables its members to cope with the routine problems they collectively and individually encounter. This "paradigm" is reflected in the pattern of relationships between members of the family, and between the family as a whole and elements in the wider social environment, which maintains and reinforces the "paradigm". During crises the power of the "paradigm" is weakened and as a result relationships, both within the family and between it and the environment, become more fluid, until a new "paradigm" emerges to replace its predecessor. Throughout his description of this model Reiss shows a degree of conceptual fit between types of "paradigm" and various postulated features of families, their environments, and the relationships between the two.

Apart from its extension to the family acting corporately, there is little in the general model that psychologists have not for a long time accepted, but there are problems. The first is the empirical basis for the author's extravagant conceptualizing. The only rigorous empirical work is contained in the first two chapters and briefly at the end, which indicates different approaches by families to experimental tasks. Reiss's justification for extending his theory from contrived experiments to the wider world rests upon the observation that families with schizophrenic, or character disordered, or delinquent, adolescent children functioned differently in the laboratory to those with "normal" adolescents. He then assumes that since such families reputedly have different patterns of family life, the differences in problem-solving in the laboratory reflect general differences in their "paradigms" which they also apply in the wider world. However, a simpler explanation is that since these experiments were conducted within a psychiatric hospital, the "non-normal" families were merely adopting various corporate approaches for coping with this particular, and rather threatening, context.

Indeed, it is surprising that, given his general commitment to the view that reality is constructed, he so readily accepts official definitions of mental illness and delinquency as a basis for making his generalizations. If reality is not pre-existent, but has to be actively interpreted and understood, presumably the reality of mental illness is a construction of doctors influenced by social factors.

Having made this leap from the laboratory to the outside world, his conceptualizing comes thick and fast with little more to substantiate it than occasional fictitous or anecdotal "vignettes" of particular families which he often subjects to quasi-psychoanalytic interpretation. This is the second problem. There is little, empirically or logically, to give force to the torrent of conceptual distinctions, only Reiss's assertion that reality is as he describes it.

Had he not been so eager to build such a grand theoretical edifice, he might have avoided the third problem, which is his failure to explain satisfactorily why individuals come to adopt common ways of constructing their environment. He passes over this issue with indecent haste, content, it would seem, in the knowledge that they evidently do.

Apart, then, from his welcome reminder that people do not interpret their world, nor solve problems, in lonely isolation, Reiss offers little that is a substantial contribution to the literature.

P. A. J. Waddington

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BOOKS

Beyond duty

Co-operation and Human Values: a study of moral reasoning
by R. E. Ewin
Harvester Press, £18.95
ISBN 0 85527 393 3
The Limits of Obligation
by James S. Fishkin
Yale University Press, £12.95
ISBN 0 300 02747 8

Books on moral philosophy fall into three main categories, namely those devoted to the logical analysis of moral judgments, those concentrating on the examination or reformulation of the whole concept of morality, and those advancing a detailed, closely argued thesis concerning some particular aspect of the substance of morality. *Co-operation and Human Values* falls into the second category, while *The Limits of Obligation* belongs to the third.

Ewin's short study discusses a comprehensive range of topics such as justice, morality and self-interest, and the virtues, particularly kindness and friendship. Almost the only major topic omitted which usually figures in synoptic studies of this kind, is conscience and its obligations, a significant omission. Studies in this category frequently offer a major restatement of the accepted conceptual framework of moral thinking, examining with more or less rigour the implications of such a restatement for each important facet of morality. Such is Henry Sidgwick's *The Methods of Ethics* which presents what is by now regarded as a classic restatement of Utilitarianism.

Ewin's contribution is altogether too slight to be bracketed in the same class as Sidgwick's important contribution. For one thing, it is considerably shorter: for another, unlike Sidgwick's study, the meta-ethical standpoint from which he writes is never explicity stated, the author leaving it to the reader to puzzle it out for himself. Rejecting intuitionism, consequentialism and emotivism, though without regard to the more sympathetic version which emphasizes basic attitudes such as one finds in the writing of Bernard Williams, the author seems to be a disciple of some version of neo-naturalism. However, since major figures such as Sidgwick, G. E. Moore and C. D. Board are supposed to have subjected naturalism to devastating criticism, it is somewhat surprising that Ewin does not think it necessary to advance a new defence of his version of naturalism.

Ewin can justifiably claim that his study is woven around a major theme which unifies his discussion of topics such as justice and friendship. This theme centres on rejecting the notion that morality is founded on obedience to moral rules and substituting the notion that cooperation between human beings is a necessary condition of life in society, and so of the possibility of morality. The morality which thus becomes possible is one which extols those virtues which ideally contribute to producing the necessary cooperation in society, thus allowing human needs to be fulfilled.

The accompanying dust-jacket blurb absurdly exaggerates the novelty and originality of this thesis. Much of it is of perfectly respectable Aristotelian lineage, echoed in such recent studies as G. J. Warnock's fine contribution *The Object of Morality*, not mentioned by Ewin. Moreover it is not immediately obvious that cooperation with others, the author's moral contribution, is constitutive of morality; concern for another, imaginatively and sympathetically acting as if one were in the other's shoes, or love for fellow individuals, have been more extensively canvassed. Ewin states, rather than argues for, his claim that morality is founded on cooperation.

The Limits of Obligation is shorter but weightier, and in every way more impressive. Lucidly written, closely and carefully argued, the author immediately sets up his logical apparatus, proceeds in part one to state his problem, and in part two to indicate what follows from attempts at resolving it.

In general, human (voluntary) actions can be divided into the morally indifferent (which shaving blade I use today), the morally obligatory (I have an obligation to fulfil the promise I gave, other things being equal) and those which are good but not morally obligatory, that is, acts of supererogation. This tripartite division faithfully reflects the structure of individual morality. Interesting and difficult philosophical problems arise concerning the question of drawing the boundary between obligatory and supererogatory actions. Clearly a man who falls on a terrorist's smoking grenade in order to shield others from the explosion does more than duty demands. But the Samaritan on the way to Jericho who succoured the man who had fallen among thieves did what he had a general obligation to do, namely help one in distress, given that he possessed the means and that the opportunity presented itself.

Fishkin is particularly good in setting out the distinctions between general and special moral obligations, and in relating a general obligation to a moral principle, distinct from a moral judgment. He fails to distinguish between being obliged to do something and being under an obligation to do something but this omission is not crucially damaging to his thesis. For his problem arises from asking the blindingly simple question – what happens to our ordinary notions of moral obligation when we introduce considerations of large-scale numbers? Granted that the good Samaritan had a general obligation to help one man in distress, how many such men is he under an obligation to assist? Pressed in this way Fishkin shows how the difficulties implicit in the Newtonian account of matter. However, I doubt whether he succeeds in showing that "Berkeley's thesis was a very rational one to adopt", or that "it is the work of one of the world's great philosophical geniuses and worthy of admiring study" (page 1). Much of the value of the book lies in the remaining chapters, for not merely does Urmson discuss Berkeley's accounts of the mind, of God, and of morals and politics, but he also gives a most interesting sketch of Berkeley's views on science and mathematics. Berkeley claimed that, although his view of the world would not affect our practical scientific work, it should affect our view of scientific laws. He argued, against Newton and Locke, that the laws were not concerned, either explicitly or implicitly, with connexions between cause and effect. Since physical events are ideas, and since such ideas are effects of God's will, science merely uncovers correlations between one effect and another. As for mathematics, Berkeley made a very penetrating criticism of contemporary formulations of the differential calculus, or "theory of fluxions", for they involved both postulating infinitesimal quantities and treating them as zero. Both here and elsewhere in the book, Urmson draws our attention to many works by Berkeley that are still rather neglected – *De Motu*, *Siris*, *Alciphron* and, most importantly, the *Philosophical Commentaries*.

T. E. Wilkerson

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No shrift at all

Kant
by Roger Scruton
Oxford University Press, £5.50 and £1.25
ISBN 0 19 287578 7 and 287577 9
Berkeley
by J. O. Urmson
Oxford University Press, £5.50 and £1.25
ISBN 0 19 287547 7 and 287546 9

An allowance of 90 pages on Berkeley is short shrift indeed; an allowance of 99 pages on Kant is no sort of shrift at all. In the circumstances Roger Scruton and J. O. Urmson have done a remarkable job, and have done much to disguise the intrinsic difficulties of the project. They both have the ability to explain complicated problems simply and concisely, and they cut their corners with elegance and grace. Inevitably, however, they are unable to discuss the philosophical issues in any detail, and there are therefore many passages in both books that will be comprehensible only to someone with a good grounding in philosophy. But someone with a good grounding in philosophy will not need to read books of this kind.

Half of Scruton's book is devoted to the first *Critique*, and most of that to the Transcendental Deduction. There is also an amusing chapter on Kant's life and character, and chapters on ethics and aesthetics. The material is well organized and well presented, and only one omission is worth mentioning: it would have been helpful to have some discussion of Kant's own examples of the use of the Categorical Imperative, notably the four main examples in the *Groundwork*. In the course of the book three general themes emerge. First, we are constantly reminded of Kant's relation to his great – and not so great – rationalist and empiricist predecessors. Second, Scruton emphasizes the continuity of the Critical philosophy, the way in which the assumptions and the general theoretical structure of the first *Critique* support the accounts of ethics, aesthetics, teleology and theology which follow. Third, Scruton tries to extract a consistent account of transcendental idealism which will make most sense of the Critical philosophy as a whole. He concedes that Kant's mind was not made up about the matter" (page 42), and that one can discover different versions of transcendental idealism in different places. But he suggests that, sympathetically understood, Kant is neither resurrecting Leibniz's doctrine of monads in his account of things in themselves, nor retreating to Humean scepticism in his account of appearances. The true critical position is inconsistent with both those extremes: "Although the world that we know is not our creation, nor merely a synopsis of our perspective, it cannot be known except from the point of view which is ours" (page 94).

In the first three chapters of his book, Urmson gives a sensible and sympathetic account of Berkeley's idealism, emphasizing the scientific background and in particular the serious philosophical and theological structure of individual morality collapses under the strain. The practical relevance of his discussion to moral dilemmas about helping the starving millions in the third world is obvious. The upshot of Fishkin's study is that the ethics of individual responsibility and obligation will have to be fundamentally re-assessed if it is to apply to large-scale social problems.

Commencing life as a doctoral thesis in Cambridge, subsequently improved and polished, this is a beautifully crafted study, in which the author both reveals a commanding grasp of the philosophical issues raised by his thesis and contributes significantly and originally to the general stock of moral philosophy.

T. A. Roberts

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Meaning and truth

Modern Philosophy: an introduction
by A. R. Lacey
Routledge & Kegan Paul, £7.95 and £3.95
ISBN 0 7100 0935 6 and 0974 7

Dr Lacey has written a useful and interesting introductory book which could certainly form the basis for a stimulating course. The topics discussed are taken from recent debates, though sometimes Dr Lacey puts the issues in a broader historical perspective.

Anyone who has attempted to write an introductory course for philosophy will know how difficult a task it is. Dr Lacey himself seems sensitive to these problems and he writes persistently in a somewhat apologetic tone. For the most part these apologies are both unnecessary and counter-productive. Nothing is more likely to induce the belief that philosophy is a strange and embarrassing subject than the persistent reiteration that it is. And for the most part Dr Lacey's disoussions will not strike an attentive reader as especially strange even where the material is difficult. Perhaps, however, he may have had qualms about the structure and the outcome of his book, both of which have some weaknesses.

For one thing Dr Lacey divides the book into two unequal parts. The first part, of about 175 pages, provides, as he puts it, a tour around certain currently fashionable issues. These issues are themselves unevenly represented, with topics such as "meaning", "truth", and "mind and body" dominating others such as "freewill", "value judgments", and "laws of nature". Nevertheless it is in this first part that Dr Lacey provides the central examples of substantial philosophical argument. In the second part, of only 46 pages, he has tried to chart the ground covered in the earlier tour with a general "map" of philosophical positions. In this section he provides sketches of positions developed in recent philosophy, since logical positivism, and explanations of some standard philosophical labels. The idea of such a division does not seem implausible, and yet the second part reads less happily than the first.

In the issues covered in the first part Dr Lacey's merits are those of clarity and readability even in the face of those complex and technical topics, such as meaning and truth, on which so much weight is put. The book presents its material in a more accessible form than a similar recent book, *Philosophy As It Is*, by Honderich and Burnyeat. At its best the text gives a good idea of the style of philosophical arguments and introduces the reader to a range of ideas and convictions whose motivation is not hard to understand even when they are unfamiliar. At the limit, inevitably, (for example in the discussions of Dummett and Davidson) Dr Lacey has to admit that he can do little more than note some recent ideas without extensive discussion. In these cases uninstructed readers may find the motives for the views outlined much less easy to appreciate. And in general the outcome of the book may seem finally rather puzzling. A critical reader may reflect that he now knows something of current philosophical interest, and yet still be puzzled about the aim of these discussions.

Dr Lacey gives the clear impression that philosophy has its own distinctive methods and topics, so that perhaps there simply is no room for further questioning. He also suggests quite often that philosophy has become recently more "expansive" and "tolerant", and that this coincides with an erosion of former barriers between philosophy and other disciplines. But unfortunately he does not illustrate this point enough, so that at least one plausible answer to those residual questions becomes blurred.

Graham Bird

Graham Bird is professor of philosophy at the University of Manchester.

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BOOKS

Inside stories

Inside the Treasury
by Joel Barnett
André Deutsch, £8.95
ISBN 0 233 97394 X
Getting and Spending: public expenditure, employment and inflation
by Leo Pliatzky
Blackwell, £12.00
ISBN 0 631 12907 3

The Treasury is both a fascinating and repellent subject. Fascination stems from its obvious importance alike for the national economy and for the fortunes and fates of political parties, and the consequent idea that within its portals great and puzzling intellectual mysteries must somehow be resolved. Yet the Treasury's aloof and negative attitudes, and its absorption in the esoteric manipulation of millions and billions, make its activities unpleasing and eventually boring. One has to have a highly developed faculty of numeracy to follow Treasury debates.

These two books do not take the lid off the Treasury – in fact they say remarkably and sadly little about the Treasury itself, how it operates, what arguments occur within it, how the different "sides" of the Treasury relate to each other, and what qualities its senior staff actually possess. Instead, both books give interesting accounts of economic policy-making and especially public expenditure planning, without enough explanation of the Treasury view itself or how it was reached. Barnett's book covers only the Labour Government of 1974–79, in which he was throughout Chief Secretary, but Pliatzky covers the whole postwar period down to the end of 1981, for much of which time he served in the Treasury.

The books neatly complement the viewpoints of minister and mandarin. For a period indeed (1976–77) Barnett and Pliatzky were the two key figures for public expenditure as Chief Secretary and Second Permanent Secretary respectively. Barnett tells us that he liked Pliatzky as a Mancunian and as "a blunt and outspoken man with whom, in spite of many differences of opinion over the years, I greatly enjoyed working". This is strong praise, as Barnett is generally reticent. Pliatzky is still more so, merely telling us that Barnett as an accountant was understanding and supportive of the system of cash limits which Pliatzky worked out.

Barnett emerges as a plainly fair-minded and capable Minister, whose shrewd judgment combined with sympathy for the underdog made him as acceptable a public expenditure butcher as his ministerial colleagues could hope for. Clearly he lasted out the Government much more from loyalty than ambition. Much of the interest of his book lies in the accounts of his bargaining for cuts with his fellow ministers. Pliatzky gives a broader and fuller account of public expenditure policies, including such issues as the Public Expenditure Select Committee (PESC) system of forward expenditure planning and cash limits, but it is silly of his publishers to claim that his book "in a discreet way is a mandarin's answer to the Crossman diaries". It is nothing of the kind, but a well-informed insider's account of economic history. It suggests that while even a tactful politician like Barnett can let himself go a bit, a mandarin cannot escape from the discipline of anonymous minutes.

Both accounts agree that party promises lead to public expenditure bursts which then have to be painfully contracted. Prime Minister Heath reversed this pattern by economizing first and then splurging after his U-turn. The Labour Government's "social contract" with the unions led to further rapid expansion until the International Monetary Fund crisis forced Barnett and Pliatzky into their midnight labours on cash limits. Paradoxically the present Conservative Government's promises to step up defence and law and order and to maintain the health service, when coupled with the decline in production and revenue and growth of unemployment, have raised public expenditure to almost its highest ever proportion of gross national product; hence follow the heavy assaults on education, housing and local government generally as the only public sector which can be cut hard.

However, as both authors know, a purely party political explanation of public expenditure problems is inadequate, so one looks with interest for their accounts of the role of Treasury officials. Pliatzky admits that some serious technical errors were made over the measurement of public expenditure, double counting, the treatment of nationalized industries' borrowing, and worst of all the divorce of the PESC planning system from expenditure control. These admissions come easier (although Pliatzky does not boast) from someone who was active over removing the errors, and otherwise he is politically unenlightening. Barnett points to the great influence upon Ministers of Treasury forecasts which he suspects of being deliberately gloomy, and more concretely to the considerable power of committees of top civil servants to shape Cabinet Office briefs and recommendations.

Clearly the Treasury exercises influence upon major projects, such as the various "lame duck" rescues. But there is little evidence from these books of much Treasury interest in the deeper purposes or results of public spending. Local government expenditure, for example, is treated cursorily as an awkward problem in control, but its relation to local democracy and local initiatives, or to the respective merits of central and local spending, gets no mention. The skeletons in departmental budgets, such as the enormous subsidies for high-rise housing, are not mentioned either. Both authors regret that capital expenditure is severely axed in recessions because that is politically easier, but they do not consider whether the Treasury might not do more to identify and safeguard the more productive public assets. As things are, public money invested in an asset which will grow with time (such as advance land acquisition) gets the same treatment from the Treasury as money going to an ephemeral purpose.

The Treasury's view of its own role is that it cannot and should not try to overrule departmental policies and priorities, but may often give advice which is not taken. Unfortunately these books tell us little about the nature of such advice, although Barnett gives some examples of ministerial stupidity over lame duck rescues. It seems clear at any rate that the Treasury's engrossing and major concern is with overall financial manipulation. Here Pliatzky's accounts of the meanings of public expenditure and methods of controlling it are especially useful, indeed indispensable to students of this subject. On the nation's economic dilemmas, Pliatzky offers useful history and diagnosis, while Barnett's less professional economic account ends with what looks like economic horsesense.

Joel Barnett (left) and Leo Pliatzky.

Both books can therefore be counted as essential for the serious student of public expenditure planning, but one ends up wondering what exactly has been left out, and whether a more involved and positive Treasury would be possible or desirable.

Peter Self

Peter Self is professor of public administration at the London School of Economics.

Aiming for autonomy

The Aims of Education Restated
by John White
Routledge & Kegan Paul, £8.95 and £4.95
ISBN 0 7100 0941 0 and 0998 4

In this book John White shifts the subject of educational debate from the curriculum back to first principles, and the question of what purpose the whole educational apparatus ought to serve.

Some fundamental reassessment of our aims was overdue. In recent years, conscious that the prescription of educational aims is bound up with notions of the Good for man and the ideal society, and concerned to avoid the metaphysical mush of a previous era in educational theory, philosophers have offered critical analyses of particular aims, such as "happiness", "growth" or "creativity", within a frame of reference generally restricted to education's intrinsic value for the individual. Meanwhile, in pursuit of accountability and cost-effectiveness, policy-makers nod in the direction of those competing and sometimes incompatible aims proposed by theorists for the benefit of individuals, and seek to adjust the education system in accordance with the perceived needs of society.

White's attempt to bring coherence to the multiplicity of divergent demands made on this system is both timely and necessarily radical. Basic to his approach is the understanding that the relation between education and society is reciprocal, that in bringing up the young we are forming the future as well as fitting them to play their part in it. Thus any fundamental inquiry into the task of education can take neither our present educational practices nor social arrangements as given. We cannot tailor education to the needs of society without imposing our values and purposes on the young, nor rely on conceptual analysis to arbitrate in favour of the educational status quo, insulated from social preconditions and effects.

For White, the primary function of education is to promote the well-being of pupils. Since we cannot predetermine this, and they are not equipped to foresee it, well-being must be achieved in terms of eventual autonomy. Whatever will equip the pupil to reach and exercise personal autonomy is educationally worthwhile, whatever is a cognitive or emotional prerequisite for this is basic to education. He locates the value of knowledge in its capacity to foster autonomy by providing an understanding of possible options, insight into the natural origins and cultural context of our desires and the ability to implement choices as part of coherent pattern of life. This is not just an elaboration of the justificatory basis for White's curricular proposals in his earlier work: autonomy is not simply presented as a legitimate and defensible aim of education, but as the *only* overarching value which can reconcile conflicts arising within the educational system and also mediate pressures exerted on it from outside.

In *The Aims of Education* the thesis that we should be centrally concerned with the production of autonomous individuals is qualified and refined sufficiently to answer many of the objections which have been raised in the past, but White's important contribution here lies in confronting the fact that fulfilment of this aim may well conflict with the other two demands which conventional wisdom makes of education, namely that these individuals should function in an economic collective and that they should conform to a moral code established by consensus.

In attempting to reconcile conflicting interests (such as the rival claims of individual fulfilment and social benefit) White advocates a rational ordering of priorities rather than compromise solutions which fudge issues and waste efforts. His case is strengthened by the particularly careful scrutiny given to widely accepted positions which would lend it premature support. Both the dependence of individual welfare on common good and the minimalist morality of individualism are rejected, the former as contingent, the latter as morally incoherent.

Thus, though education must cater for the economic functioning of society, our current economic arrangements are not sacrosanct and must be modified where they militate against the aims of personal well-being. Where occupational roles are socially necessary but neither intrinsically pleasant nor rewarding, we might think of pay or working conditions as compensation for sacrifice rather than as reward for achievement. White accepts that we will not be able to bring conflicting aims into complete harmony, but urges reappraisal of our present system which confers a variety of benefits on favoured individuals to the cumulative disadvantage of others.

Rational assessment of opposing viewpoints in place of compromise is also proposed in morality. Today the young receive contradictory messages. Explicitly, they are encouraged to strive for the welfare of others and the common good. Individualistic morality permeates the general social ethos and requires them to work towards their own advancement in a competitive system. White's position is that since neither rampant individualism nor absolute altruism is rational, moral autonomy is required to establish priority between one's own and others' needs in particular cases. Implicit, commitment to a Rawlsian conception of justice distinguishes the exercise of moral autonomy from the morality of individualism where, as the relatively disadvantaged have the right to seek more for themselves, the relatively privileged have a duty to defer to the needs of others.

The social implications of this re-examination of educational aims are drawn out. Greater moral autonomy in individuals is incompatible with an authoritarian moral code or with hierarchical institutions in work and community life, and politically it implies a participatory democracy. But the relation here is not one of simple effect. Though many of the necessary conditions for the *development* of autonomy are capacities to be fostered in individuals through formal education, the ethos of the community is also a potent educative force, and many of the necessary conditions for the *exercise* of autonomy are socio-economic. Any serious concern for education thus implies concern for social realities.

Only a close examination of White's meticulous argument can enable a reader to evaluate his case for the promotion of autonomy, but this scrupulous attempt to form a synoptic view of our purposes in education deserves the serious attention of all those concerned with the sort of future we are preparing in educating the young.

Ruth Jonathan

Ruth Jonathan is a lecturer in the department of education, University of Edinburgh.

Disarming arguments

The Two-Edged Sword: armed force in the modern world, The Reith Lectures 1981
by Laurence Martin
Weidenfeld & Nicolson, £5.95
ISBN 0 297 78139 1

In its choice of theme and lecturer for the Reith Lectures of 1981 the BBC aroused considerable controversy. Professor Laurence Martin, however, delivered a series of stimulating lectures, that were laced with an engaging humour and were mercifully free from the jargon which bedevils contemporary strategic analysis. His account of "armed force in the modern world" represents a forceful, if moderately phrased, riposte to the utopian proposals of the disarmament movement.

Reproduced in their original format, the six lectures cover several important aspects of the current strategic debate – nuclear deterrence, the European balance, warfare in the Third World and the limitations of arms control. Martin admits that the restriction of 30 minutes per lecture forced him to omit some issues as well as various historical illustrations and reservations which he would have preferred to include. In the published version, he tries to compensate for this by appending a fairly full set of notes and a short bibliography.

But his real problem was the choice of topic. "Armed force in the modern world" was much too broad and expansive in scope. Martin has perforce to include so many different, and highly complex, issues that he can only treat each in a somewhat cursory manner. Had he chosen to focus exclusively upon nuclear deterrence or the western alliance or arms control, he could have explored the pertinent issues in much more depth. In particular he could have amplified his more controversial ideas, like the non-existence of an arms race and the role of the arms trade in curbing nuclear proliferation.

Nevertheless, Martin makes many perceptive observations. He emphasizes that avoiding nuclear war is not the sole purpose of a national security policy, and that nuclear deterrence, based upon the threat of mutual assured destruction, has serious flaws. The doctrine is inherently unstable and provides no guidance on what should happen if deterrence fails. Given the onset of strategic parity, the increased accuracy of modern missiles, and the reluctance of the Soviets to accept that weapons which are designed to deter are also "unusable", Martin agrees that the United States had to adopt a policy of limited nuclear options to preserve the credibility of its deterrent.

He has less faith in the radical alternative of General and Complete Disarmament (GCD). If implemented, this idea could ensure stability because nation states would retain armed forces; rearmament could not be precluded; and illfully concealed nuclear stockpiles could prove decisive when revealed and used. Even under a world government – a precondition for GCD – the possibilty of civil war would remain.

Martin is particularly concerned that arms control, originally devised as an alternative to GCD, has now been "invested with many of the illusions that bedevilled the idea of disarmament". The achievements of arms control can only be limited, especially those secured through negotiated agreement, but it should remain as a component of a national security policy to inculcate a sense of caution and common purpose between adversaries.

Finally Martin remains acutely concerned about the growing preponderance of Soviet military power in Europe. His prescriptions may not by new but they are clearly and cogently expressed, namely a greater degree of West European unity, more self-reliance in matters of defence, and a greater awareness of Europe's interest in the strategic developments within the third world.

E. M. Spiers

Dr Spiers is lecturer in defence in the school of history, University of Leeds.

BOOKS

Newtonian evangelism

Newton on the Continent
by Henry Guerlac
Cornell University Press, £8.75
ISBN 0 8014 1409 1

The Newtonian gospel was based on two works, the *Principia* and the *Opticks*, very different in both subject matter and treatment, which between them dominated the physical sciences in the eighteenth century.

The *Principia* contained difficult new dynamical concepts imbedded in intricate mathematical arguments rendered all the more difficult to follow by Newton's tiresome habit of expressing a great part of them in words rather than equations. As a result, the work could at first only be understood by outstanding mathematicians such as Halley, Huygens and Leibniz. The *Opticks*, on the other hand, was almost totally devoid of mathematics, so that it could be followed by any sufficiently determined educated person, although it proved much more difficult to reproduce some of the experiments described in the test.

The receptions of the two works were very different in Britain and on the Continent. Apart from Robert Hooke, who was quickly silenced in the Royal Society itself, the *Principia* encountered very little opposition in Britain, and by the turn of the century it had become firmly established in London and various university centres. On the continent, however, it encountered persistent opposition from outstanding scientists and mathematicians such as Huygens, Leibniz and the Bernouillis, and there were no Newtonians in important academic positions before the second decade of the eighteenth century, and then only in Holland.

As for the early optical publications of the years 1672 to 1675, on which the *Opticks* was largely based, they encountered widespread opposition in both Britain and on the Continent, and they seem to have been largely forgotten by the time of publication of the first, English, edition of the *Opticks* in 1704. But the acceptance of this work in Britain was then very rapid, and Holland too was soon won over. Although France was a little slower to follow, she had largely capitulated by around 1720. On the other hand, unlike Holland, pockets of resistance to the *Principia* continued in France until towards the end of the 1730s.

Based on a collection of occasional papers concerned with a number of different topics, Professor Guerlac's book is largely devoted to a detailed study of certain aspects of the process of the acceptance of the Newtonian gospel in France, particularly the optical part of it. Chapter one, "Amicus Plato and other friends", traces the origin of a famous Latin phrase found in one of Newton's early Cambridge notebooks – *Amicus Plato amicus Aristoteles magis amica veritas* – through the Renaissance and the Middle Ages to a slightly different Greek original, and suggests that the form quoted by Newton – optimizing as it did his emancipation from the scholastic teaching he had endured at Cambridge – was taken in all probability from a book by William Charleton.

Chapter two, "Newton's first comer", is concerned with the striking impact of the comet of 1664 on contemporary thought, and makes the plausible suggestion that as with Robert Hooke so with Newton the appearance of this striking comet, whose movements Newton traced with indefatigable enthusiasm, may have been one of the factors – including the immortal apple – which turned his attention to the consideration of gravitational force.

The remaining three chapters, which between them make up much the greater part of the whole book, are devoted to the reception of Newton's thought both optical and dynamical in France. They will make a useful contribution towards filling in some of the missing details of this process, particularly as regards the acceptance in France of Newton's optical experiments, above all the famous *experimentum crucis* which, as Guerlac demonstrates, was considerably improved by Newton in order to meet certain French criticisms.

Equally important is Guerlac's insistence on the major role played by the philosopher Malebranche in creating a climate of opinion in France favourable to Newton's optical – as opposed to dynamical – discoveries. Finally, in chapter three, he makes some useful contributions to the study of the much slower and more difficult acceptance of the *Principia* in France, especially by softening some of the excessively sharp contrasts drawn by Brunet between French Cartesians and French Newtonians.

John Hertvel

John Herivel was formerly reader in the history and philosphy of science at the Queen's University, Belfast.

Available energy

Thermodynamic Principles of Energy Degrading
by Desmond F. Moore
Macmillan, £15.00 and £7.95
ISBN 0 333 29504 8 and 29506 4
Engineering Thermodynamics
by Ernest G. Cravalho and Joseph L. Smith, Jr
Pitman, £7.95
ISBN 0 273 01604 0

In the preface to his book, Desmond Moore quite rightly states that his book is not meant to be a complete textbook on thermodynamics but rather a detailed exposition of energy conservation and energy degrading based on the First and Second Laws respectively.

The book begins with a chapter entitled "Fundamentals" in which the reader is introduced to definitions of heat, work and energy; is made aware of the idea of thermodynamic equilibrium; first meets a statement of the First Law and several statements of the Second Law; and finally is introduced to perpetual motion machines, temperature, equations of state and ideal gases. Although this may seem a high concentration of basic topics for an opening chapter, the material is presented in an extremely lucid manner and the result is an admirable opening which should be appreciated by all who read this book.

A more detailed discussion of the First Law follows in chapter two, while the Second Law and the important concept of entropy are dealt with in the third and fourth chapters. As with the opening chapter, the text is very clear, so that criticism may seem carping. However, several points should be noted. It is claimed that the statements of the Second Law mentioned – those due to Clausius and Kelvin – are equivalent. While this is true for positive temperatures, it is not true for negative temperatures and, although such temperatures hold little interest for engineers at present, it seems a pity that no mention of a region of validity for the equivalence of the two statements was included. Again, considering the clarity of the text as a whole, it is surprising that the discussion of the important Carnot principle was not given in more detail.

Following the chapters on basic thermodynamics come two chapters on topics of more immediate interest to engineers. In the first of these, the ideas of availability and available energy are introduced and discussed, while the final chapter is concerned solely with energy degrading. Once again, the presentation of the material is extremely clear. Also, in these final chapters, a number of sample problems are worked out in detail. It is a pity that no problems are included for students to tackle, as it is undoubtedly true that the actual doing of problems does help students grasp concepts fully.

In the main, the book is well laid out and clearly printed, the one criticism being the use of a most peculiar δ symbol in the diagrams, though not in the text. However, all in all this is an excellent book for engineers, giving a clear and concise account of the major ideas of thermodynamics as well as a detailed discussion of two important engineering topics. The book is also eminently readable and would provide useful and interesting background material in thermodynamics for students reading mathematics or pure science.

In contrast, Ernest Cravalho and Joseph Smith aim to provide a complete textbook on thermodynamics for engineering students, although the absence of material on chemical thermodynamics would render it unsuitable for students in chemical engineering. The somewhat unusual approach in the earlier parts of the text makes much use of the modelling techniques of mechanics. Though unusual, this approach should help reduce, if not eliminate, the feeling among students that thermodynamics is very much a subject apart.

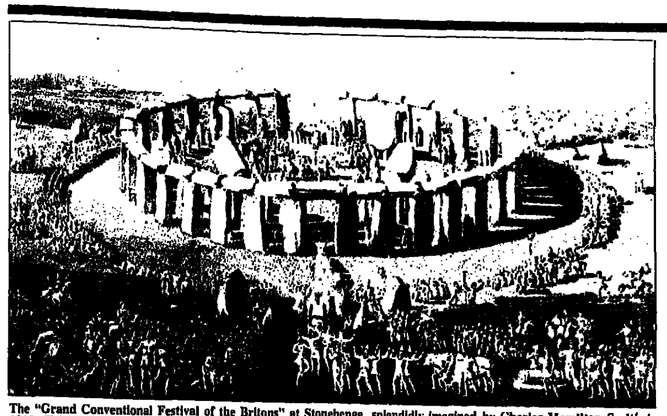
After an opening chapter dealing with basic definitions, the next three chapters contain a detailed discussion of the First Law and the ideas of heat and work transfer as well as the application of these concepts first to uncoupled and then to coupled systems. The notions of equilibrium and reversibility are introduced in chapter five before the Second Law is met. The statement of the Second Law given is rather unusual and it is unfortunate that no mention is made of the Clausius and Kelvin forms of this law.

The next two chapters continue the discussion of the Second Law and its implications, the important concept of entropy being introduced in chapter seven. The remainder of the book is devoted to a detailed examination of pure substances, an extension of the theory to include open systems, and the application of the principles already introduced to thermodynamic plants. Numerous worked examples appear in the text and a good selection of exercises is provided at the end of each chapter.

There is no doubt that this book provides a thorough and detailed introduction to engineering thermodynamics. However, therein lies its major fault: some of the discussion is so detailed that points are laboured to such an extent that essentials may be missed. Nevertheless, it is a good exposition of the subject and should prove a very useful reference text.

Jeremy Dunning-Davies

Jeremy Dunning-Davies is senior lecturer in applied mathematics at the University of Hull.



The "Grand Conventional Festival of the Britons" at Stonehenge, splendidly imagined by Charles Hamilton Smith in 1815. Taken from Megalithomania: artists, antiquarians and archaeologists at the old stone monuments by John Michell, published by Thames and Hudson at £8.50.

Proteins observed

Atlas of Molecular Structures in Biology
Volume 2: Haemoglobin and Myoglobin
by G. Fermi and M. F. Perutz
Clarendon Press: Oxford University Press, £20.00
ISBN 0 19 854706 4

During the past 25 years details of the molecular structure of proteins have been revealed to an extent previously undreamt of. The solutions of such structures have been made possible by the application of X-ray crystallography, aided by modern computational techniques.

Having determined the relative positions of the atoms in proteins to a given resolution, the major problem has been the transmission of the information to a wide scientific audience in a form that could be readily understood. Clearly, in themselves, long lists of coordinates have little value in assisting the understanding of practical problems. The building of three-dimensional models has proved extremely useful, but they are expensive and time-consuming to construct and, again, do not represent a particularly appropriate mode for wide dissemination of protein structures.

It is in this latter context, however, that the books in this series are likely to prove very valuable, and this is certainly true of this new volume which conveys its information in a variety of ways, including lists of sequences, hydrogen-bonding diagrams and in particular stereo-diagrams, requiring red-green glasses (provided with the book). As there have been many X-ray crystallographic studies of haemoglobin and myoglobin derivatives, it is now possible to explore in detail their structure-function relationships: in the execution of this task, this book is extremely successful.

The volume begins with detailed sequence information. Table two is particularly useful, giving a comprehensive list (with references) of the various haemoglobin and myoglobin derivatives for which structure determinations have been carried out. Although the diagrams showing hydrogen bonding between residues which follow are complex, careful scrutiny should provide answers to specific questions regarding the presence of hydrogen bonds. The description of the main physiological properties of haemoglobin and myoglobin will also assist those who have temporarily forgotten the significance of, for example, the Bohr effects before tackling the detailed treatment of structure-function relationships.

Stereodiagrams have been chosen carefully to illustrate important features of both proteins, in particular, the haem surroundings and the various α:β contacts. Although a superficial scan would provide a pleasing impression of the triumphs of modern science, their true value can only be appreciated by much careful scrutiny. Such detailed examination is rewarded by the three-dimensional appreciation which is gradually built up.

The second part of the book, written by Dr Perutz, is concerned with the structures of foetal human haemoglobin and abnormal human haemoglobins. The underlying theme is the use of abnormal structures in determining the functions of specific residues in normal human haemoglobins. Many examples of this approach are provided, and some very useful tables also list the various abnormal haemoglobins according to their oxygen binding characteristics and instability.

This is an excellent book, not only for those particularly interested in haemoproteins, but also for students and researchers interested in exploring the detailed relationship between protein structure and function.

S. B. Brown

S. B. Brown is reader in biochemistry at the University of Leeds.

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BOOKS

AMERICAN STUDIES

Moral outrage

Towards a New Cold War: essays on the current crisis and how we got there
by Noam Chomsky
Sinclair Browne, £12.95 and £5.95
ISBN 0 86300 019 3 and 020 7

Henry Kissinger at Zavidovo with Leonid Brezhnev in May 1973. The picture is taken from Years of Upheaval, the second volume of Kissinger's memoirs. This book, which deals predominantly with the Watergate scandal and the Middle East war in October 1973, is published by Michael Joseph at £15.95.

Following the march on the Pentagon in October 1967, Norman Mailer and Noam Chomsky spent a night in the same cell. In *The Armies of the Night*, Mailer tells us how awed he was not only by Chomsky's reputation as "a genius" but by his "air of gentle but absolute moral integrity".

Chomsky's extensive writings on American foreign policy and related subjects in the past fifteen years have obviously gained authority, not only from his academic reputation in linguistics and philosophy, but from his impressive personal qualities. The latest volume, like its predecessors, is essentially a collection of previously published pieces. Written between 1973 and 1981, they deal with such subjects as the last years of the Vietnam War, the Arab-Israeli conflict and the Indonesian treatment of East Timor, but the main themes, as Chomsky says in his introduction, are the evolution of American foreign policy, "and the ways it is depicted by the media and scholarship over a fairly broad mainstream of articulate opinion".

The first proposition Chomsky insists on with respect to American foreign policy is that it had appalling human consequences. The war in Vietnam seems to have left him in a steady state of moral outrage, and he deals at some length with atrocities committed in South East Asia and Latin America either by the United States or by governments it has supported. Chomsky's second proposition is that American policy in the third world is neither a by-product of the Cold War nor the result of error and miscalculation, but is designed "to ensure that privileged segments of western industrial society maintain substantial control over global resources, human and material, and benefit disproportionately from this control". Indeed, the Cold War, both in its origins and at present, reflects the deliberate invocation of a largely imaginary threat in order to arouse domestic support for this policy, and also to justify and strengthen America's leverage over other industrial powers. The success of this enterprise testifies to the efficiency of "the system of ideological control" in the United States, more subtle and effective than that in the Soviet Union. A "complex of inducements – access to privilege and prestige, class interest, penalties for straying beyond acceptable limits and the like – produces a systematic bias in the scholarship that is concerned with foreign policy and its formation" that is challenged only by a very small minority of "value-oriented intellectuals".

Questions might reasonably be raised about both the accuracy of Chomsky's analysis of American foreign policy and its relationship to his moral judgments. Critics of an economic interpretation of American policy, like Robert W. Tucker, are denounced for "gross errors of fact and logic", but Chomsky never squarely confronts such difficulties for his thesis as are presented, for example, by the actual nature of America's economic relations with the outside world (including the communist world), and the divided and largely inward-looking character of the American business community. Indeed, it is clear that to him it is more or less axiomatic that in all countries foreign policy will reflect "rational calculation by ruling groups concerned for their material interests". He seems more ready, however, to concede the case for "American exceptionalism" when it comes to ruthlessness in war – he links crop destruction in Indochina with the methods employed by the colonists against the Indians in the seventeenth and eighteenth centuries.

One leaves this book with a double sense of dissatisfaction. The first is with those interpretations of America's policy since the Second World War that see it as purely responsive and contingent. The limited and temporary effect of the Vietnam debacle on the essential characteristics of that policy does suggest the need for a more fundamental explanation. The other is with the character as well as the substance of Chomsky's work. These essays contain much repetitive assertion, as well as an obviously partial and selective use of evidence. The problems Chomsky is engaged with here demand much more systematic and detached treatment if he is to persuade a wider audience than the sectarians (more, as he admits, outside than within the United States) whom he now enthuses, and if his writings on this subject are to possess an instrinsic, as well as extrinsic, authority.

J. A. Thompson

J. A. Thompson is a fellow of St Catharine's College, Cambridge.

Warrior ideals

America and the Patterns of Chivalry
by John Fraser
Cambridge University Press, £15.00
ISBN 0 521 24183 9

Two things about America are periodically rediscovered: that it has elaborate upper-class styles, and that Europe has permeated its culture. We are at such a moment now, with the appearance of popular guides to "preppiness" and status display, and more scholarly works that question the uniqueness of American culture and letters.

John Fraser has written a variation on these themes. He explores the American uses of medieval chivalry, not as a minor escape from egalitarianism and civilian boredom but as a major tradition opening out into a wide range of American attitudes and practices. He does not define chivalry – his style is too discursive for that – but he concentrates on a number of its features: the idea of heroic contest within rules of fair play; individual self-direction in following those rules; equality among peers (fraternal rather than patriarchal); and the inclusion of truthfulness in honour.

Armed with wide reading and a talent for quotation, Fraser deals mainly with the period between the Civil War and the First World War. Following other writers, he locates the historical bases of American chivalry in Southern romance and Western cowboy myth. Like other writers too, he explores the way in which warrior ideals joined upper-class concerns about virility at the end of the century. The deployment of these ideals in boarding schools and Ivy League colleges provided a bridge between gentility and the discipline sought by business employers. On the other side of the ideological hill, chivalric ideas of community inspired some of the romantic radicals who joined the Industrial Workers of the World.

When he turns to modern times, Fraser is good on the features shared by chivalry and professionalism, and on two different American attitudes to war and violence. The first, a wish to root out conflict, often leads to aggressiveness within the guise of peacefulness, and encourages all-out war to end all wars. The second chivalric mode promotes controlled conflict, seeking a middle ground between total war and total peace. Fraser endorses the second attitude, and finds it relevant to social relations as well as foreign affairs.

Unfortunately for his claim, he expands the concept of chivalry until it ceases to mean very much. A paragraph which contrasts Kennedy's Camelot with Johnson's Texas and then describes them both as chivalric (along with "fascist medieval" copy) tells us less than nothing. While making much of Arthurian legend, he seems to include in the chivalric category any pastoral or romantic hero, any strong man of decency, any saviour of the people. He also confuses passing metaphor with substantial tradition: call someone a knight and he becomes one. Although he makes some allowance for democratic pressures and a vulgarizing of the ideal, he neglects almost entirely the earthy sources of the American tough-guy: the powerful animus against "dudes" (in the old sense of that term), the ramifications of the win-ethic, and the undertow of the rule-bending "gamesman" against the gentlemanly "sportsman", as the historian John Dizikes has recently put it.

By focusing so exclusively on the turn of the century, when upper-class modes marked out for a brief spell their own definition of toughness, Fraser makes matters easier for himself; yet even Theodore Roosevelt, the era's most famous gentleman warrior, felt he had to prove himself to a rougher milieu than that of his social peers. As for later decades, it makes no sense at all to claim that fictional toughs such as Mike Hammer or Doc Savage's multi-specialist team (inaccurately described as Ivy Leage) were modern knights. If polled on the proposition, they themselves would probably have said, "Baloney". That word conveys an American spirit which this book somehow misses.

Rupert Wilkinson

Rupert Wilkinson is reader in American studies at the University of Sussex.

BOOKS

AMERICAN STUDIES

Black deaths

Reading, 'Riting, and Reconstruction: the education of Freedmen in the South, 1861–1870
by Robert C. Morris
University of Chicago Press, £17.50
ISBN 0 226 43928 8

Another Dimension to the Black Diaspora: diet, disease, and racism
by Kenneth F. Kiple and Virginia Himmelsteib King
Cambridge University Press, £20.00
ISBN 0 521 23664 9

American historians, like American politicians and social scientists, are showing a continuing academic interest in black education, health and welfare. As these two studies demonstrate, the mental and physical condition of Afro-Americans during and after slavery, engaged white philanthropy and prejudice, concern and contempt.

Robert C. Morris provides a detailed description of the various freedmen's aid organizations active in the southern states during and after the Civil War. Where earlier, partisan accounts have portrayed these experiments as either a noble crusade for the intellectual elevation of former slaves, or as a politically inspired move to control black votes (and humiliate the defeated Confederacy), Professor Morris offers a more balanced and judicious assessment.

Thus, while the Freedmen's Bureau and other aid societies attempted, through education, to improve the condition of southern blacks, they also believed that the proper type of freedmen's aid would promote social stability and order in the post-Civil War South. Vocational and industrial training became the order of the day and under the tough leadership of Samuel Chapman Armstrong (Booker T. Washington's mentor and surrogate father) white and black educators – with few dissenting voices – addressed themselves to the particular needs of blacks who were judged to be innately inferior. Above all, freedmen were advised during the war and Reconstruction, to eschew political activity and agitation for civil rights and to earn respect and overcome racial prejudice, by excelling in the three Rs.

Much if not all of this is familiar enough, but Morris breaks new (if somewhat cluttered) ground in his collective and individual profiles of the educators themselves, a hybrid and disparate group, united only in their resolve to reverse the effects of slavery and with fitting the ex-slaves for useful and productive citizenship. Professor Morris convincingly demonstrates that this philosophy, generally associated with the rise to power of Booker T. Washington in the late nineteenth century, had its first large-scale application in the South during the 1860s.

That black Americans had (and still have) particular needs is the central contention of K. F. Kiple and V. H. King's provocative and persuasive exercise in biologic history. Taking as their text Kenneth Stampp's "well-intentioned" assertion of 1956, that "innately Negroes are only white men with black skins", the authors proceed to demonstrate that blacks and whites in fact differ innately in many important respects.

Two themes predominate: first that West Africans and their New World descendants possessed both special immunities and also susceptibilities to certain diseases as a consequence of genetic factors and nutritional deprivation. The second, more speculative theme is that these differences in black and white experience of disease has had much to do with slavery and racism.

Expanding on their earlier published work, Professors Kiple and King examine, among other things, the biological defences which West Africans developed against malaria and yellow fever (deadly diseases for Europeans in Africa); the fact of lactose intolerance among West Africans (resulting in an inability to drink much milk without suffering serious side effects); and the growing awareness among American slaveholders and physicians that blacks were a different breed of men, deserving special medical treatment. Forcibly transplanted to the Americas, blacks paid the bitter price of the mismatching of their genetic heritage and special needs with a basic diet which failed to supply them (even before birth) with adequate quantities of essential nutrients. Slave diseases and ailments –epidemic cholera, dysentery, worms, rickets, pellagra, cholera, tuberculosis, pneumonia, dirt eating (geophagy) and a high rate of infant mortality – were the inevitable consequences of the vitamin, calcium and protein deficiencies of a staple diet of corn and pork. Again, black skin pigmentation, a natural advantage in the tropics, became a decided handicap in a more severe climate, while also disguising the familiar signs of an ailment or disease from a pioneer medical profession.

This section of the book offers, then, some corrections and a new sophistication to existing quantitative and impressionistic studies of slave health in the ante-bellum South. More frankly speculative, is the assertion that southern physicians, convinced of the existence of "black-related diseases", made a significant contribution to either the pro-slavery argument or the growth of southern nationalism.

The racial (and racist) speculations of such philosopher-ethnologists as Josiah C. Nott and Samuel Cartwright, by their very nature and complexity, must have enjoyed only limited circulation. Ironically, however, while such theories anticipated the "present appreciation of distinctive black health problems by over a century" they also "anticipated . . . a virulent postbellum scientific racism in the US".

Since emancipation black Americans have continued to suffer both from distinctive illnesses and from white unawareness of or indifference to their causes. Neither liberals nor rednecks, it is asserted, appreciate the real reasons for the high rate of black maternal mortality, the lower (and often fatal) black birth weights among the negro working class, the sudden infant death syndrome which continues to strike at black more than at white babies, the relationship between nutrition and intellectual decrement, and the persistence of geophagy among rural and urban blacks. These and other indices of black ill health suggest that Afro-Americans suffer from the persistence of racial prejudice, itself partly derived from a misunderstanding of their African heritage, special needs and biological make-up (In a tart aside, the authors note that in 1962 the US Congress confused sickle cell trait with sickle cell anaemia, and that "today the US ships millions of dollars worth of dried milk to underdeveloped countries, most of which have populations with a high incidence of lactose intolerance.")

Another Dimension to the Black Diaspora is at once a work of engaged and dispassionate scholarship, of impressive research and of an equally impressive humanitarian intention.

John White

John White is senior lecturer in American studies at the University of Hull.

Down at Brook Farm

Transcendentalism as a Social Movement, 1830–1850
by Anne C. Rose
Yale University Press, £15.75
ISBN 0 300 62587 4

Over the last century the reputation of the American transcendentalists and the historiography of the transcendentalist movement have undergone some severe fluctuations.

Historians and critics have strikingly failed to agree about the categories in which to place the loose grouping of New England intellectuals inspired by Ralph Waldo Emerson's radical, solipsistic declaration of independence from the Unitarian church. At various times the transcendentalists have been discovered to be, or dismissed as not being, inspirational religious leaders, literary artists, significant philosophers or engaged social critics. Anne Rose's "frankly revisionist" account tackles the last alternative on this list, characterizing her subjects as "determined social reformers" with the goal of "radically altering social structure".

Drawing on two themes in recent social history – the analysis of patterns of social control and the perspectives of women's history – she writes incisively about the origins and effects of the movement. The "transcendentalist controversy" of 1836-40, in which Emerson and his allies were finally expelled from the Unitarian fold is seen not in terms of rebels' highly unorthodox views on miracles, special providence, nature and grace, but as the culmination of an institutional and class-based power struggle. For Rose the transcendentalists had exposed the vulnerability of the evangelical trend in the Unitarian church (itself a response to industrialization) by "adding social criticism to radical religion". Similarly, we are given new insight into the ambivalence and anguish of the transcendentalists' important female members and supporters. For them, the achievement of a legitimate voice within an intellectual movement was apparently subverted by the "Victorian" emphases on family and traditional affectional ties retained by a leading figures (Orestes Brownson, George Ripley, Elizabeth Peabody, Bronson Alcott, Margaret Fuller and Emerson) with a close, detailed account of the group's two main collective experiments: Alcott's anarchic commune at Fruitlands (1843) and the more long-lived association inspired by Ripley and his wife Sophie at Brook Farm (1841–47). The history of Brook Farm, which changed character considerably on being reorganized into Fourierite "phalanxes" after 1844, is influential upon the argument as a whole, as the participants' agenda shifted significantly from moral progress to social reform.

Ultimately, as the biographies make clear, the transcendentalists were neither particularly salient or effective as social reformers. Indeed, the key question about the Brook Farmers might be the extent to which they remained transcendentalists. After the failure of the settlement Ripley eventually paid off his debts from the proceeds of conventional literary criticism and anthologies; his wife followed Brownson by converting to Catholicism. Other members of the group, with the exception of Fuller who died tragically prematurely in a shipwreck off Fire Island in 1850 when returning from the Italian republican uprising in which she participated with her husband Giovanni Ossoli, enjoyed after the Civil War a similarly comfortable old age. During the period under scrutiny Rose documents sensitively their uneasy relationship with a generation of reformers for whom abolition and free soil meant violent deeds rather than bloodless, mystical celebrations of figures like John Brown (here the omission of Henry David Thoreau from her scheme is damaging). Emerson, for example, hesitated agonizingly for weeks in 1838 before protesting to the President about the forcible removal of Cherokee Indians.

This being so, the overall effect of the interpretation is to diminish transcendentalist originality and particularity. Shifting the historiographical focus from ideas to action, from intellectual heterodoxy to a muted and equivocal social radicalism, contributes satisfactorily to the anthropology of ante-bellum American and the context of the transcendentalists' writings. It does little to illuminate further their central, intellectual and moral concerns.

David Watson

Dr Watson is dean of the modular course at Oxford Polytechnic.

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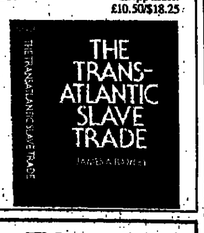

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September 17 – Education
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BOOKS

AMERICAN STUDIES

Poverty lines

America's Struggle Against Poverty 1900–1980
by James T. Patterson
Harvard University Press, £12.25
ISBN 0 674 03120 2

What's Fair? American beliefs about distributive justice
by Jennifer L. Hochschild
Harvard University Press, £15.75
ISBN 0 674 95086 0

The problem of parity has helped shape American democracy since the Declaration of Independence in 1776, which held all men created equal. The constitution struck a balance between the several states, between the states and the federal government, and between citizens and the rule of law.

Yet from the earliest days there was a problem about defining equality, especially economic and social equality. Slavery was an obvious anomaly, with which Jefferson wrestled to no avail. More serious was the argument about whether equality meant equal opportunity or equal result. If equal opportunity, did this mean that those who started the Great American Race with gross handicaps (such as freed slaves) should be given an inside track in the form of reverse discrimination? If equal result, what incentive was there to run at all? For America is a competitive society, with all that implies. Few reflect that the trouble with competitions is that most people lose them.

In a competitive society, the concept of equality tends to run counter to the concept of liberty and justice for all, enshrined in the Oath of Allegiance children chant each day. Outside the schoolroom liberty means the freedom of the few to get ahead of the many in the struggle to exploit American abundance, while justice is often determined more by contending economic and political forces than by judicial principle or natural equity.

By 1900 industrial growth had created greater economic inequality which, as Professor Patterson remarks in his impressive study of the rise of the American welfare state, was often masked by rising standards of living for most Americans. While the nation's wealth increased steadily, the distribution of that wealth remained substantially unchanged. The proportion of those living in poverty remained remarkably constant, altering only when the Great Depression drove millions more below the poverty line between 1929 and 1933.

Since the 1960s David Potter's *People of Plenty* hypothesis has gained wide acceptance. Yet these two books explore more intriguing areas. Why has poverty remained in the midst of plenty? Who are the poor? How can they gain a greater share of American abundance? In addition Professor Hochschild, in a rather laborious way, confronts the question: why do so many Americans, rich and poor, accept such an unequal system?

Her discussion is based on sample surveys, in-depth interviews and long philosophical analysis. By contrast, Professor Patterson's approach is strictly historical. He starts with the Progressive period, when the first serious attempts were made to measure poverty, as well as to explain and solve it. The seven fat years after 1921 tempted Hoover (who should have known better) to predict poverty's imminent extinction. Came the seven lean years after 1929, when the foundations of the American welfare system were laid. Since 1945 piecemeal additions to social security, which the book discusses in detail, have created an ad hoc system which is inefficient, unequal, incomprehensible and unsatisfactory.

The most valuable part of this illuminating study is its exploration of the Kennedy-Johnson years, when poverty was attacked with purposeful vigour, combined with a bid to enforce civil as well as economic rights. Professor Patterson's clear prose will guide readers through a thick forest of legislation. Yet after eighty years of intermittent effort, and the unprecedented "war on poverty" in the 1960s, the problem obstinately refuses to go away, and the proportion of Americans living in dire need is likely to increase sharply as a result of Reaganomics.

Part of the answer, which this study fails to reveal fully, is the lack of a really sustained commitment to making poverty programmes work. But the explanation for this lack of commitment is a recurring theme in Professor Patterson's analysis. President Reagan's view of the poor – feckless failures unworthy of sympathy or support – has been shared by most middle-class taxpayers at most times in the past eighty years. The "black welfare mother" breeding children as a source of income has been used as a racist myth by those who wished to end "the welfare mess" by ending welfare. Yet the real problem, as Professor Patterson shows, is that despite the fact that since the 1960s the deprived have become more assertive in claiming their rights, too many of the needy – the disabled, the old and chronically sick, the childless poor, those in isolated areas – fall through the welfare net. In his concluding chapter on floors to poverty and doors out of it, Professor Patterson notes that welfare experts in the 1960s were seeking a system of social security which would end in equality of result rather than opportunity, and that this marked a sharp break with the past.

Just how sharp a break is what Jennifer Hochschild explores in her analysis of American beliefs about distributive justice. She starts with the assumption that most Americans have never believed in equality, either of opportunity or result, and then attempts to explain why. Among the book's weaknesses is its failure to explain its sampling or interview techniques properly, its many unstated assumptions and its bewilderingly uneven subject matter and general approach. Yet it worries away at the problem and provides information which can be used to supplement Professor Patterson's use of survey data.

Together both these books help to explain American poverty, a problem which is bound to deepen as the 1980s progress.

Patrick Renshaw

Patrick Renshaw is senior lecturer in American history at the University of Sheffield.

A dispossessed sharecropper leading his family west from Idabel, Oblo, taken from the revised edition of Three Generations in Twentieth Century America: family, community and nation by John G. Clarke, et al (Dorsey Press, distributed by Transatlantic Book Service, £11.25).

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BOOKS

AMERICAN STUDIES

The panic never far away

Hemingway: The Critical Heritage
edited by Jeffrey Meyers
Routledge & Kegan Paul, £16.50
ISBN 0 7100 0929 1

Few writers have had a more fraught relationship with their critics than Ernest Hemingway. As Lionel Trilling observed once, contemporary reviewers tended to be obsessed with him, putting Hemingway himself, his work, and his public image "under glass" where they could be "watched, checked up on, predicted, suspected, warned". Hemingway, for his part, responded to this kind of scrutiny with characteristic prickliness: critics, he declared in *The Green Hills of Africa*, are "the lice who crawl on literature".

Nor was the response necessarily confined to words. Four years after Max Eastman had dismissed *Death in the Afternoon* for its "juvenile romantic gushing", Hemingway met Eastman by chance in Maxwell Perkins's office. Within minutes, the author had hit his reviewer on the head with a book and the two were on the floor wrestling with each other.

This anecdote is included in Jeffrey Meyers's entertaining and informative introduction to *Hemingway: The Critical Heritage*, a book which brings together essays and reviews from 1924, the year when *in our time* was published privately, to 1972, 11 years after Hemingway's death, when Philip Young's edition of the Nick Adams stories appeared. Reading through the volume, it becomes clear that reviewers were quick to recognize Hemingway's talent: in the very first piece, for instance, Edmund Wilson praises Hemingway's "distinctively American development in prose" and his habit of "suggesting moral values by a series of simple statements".

They were quick too to notice the nihilism lurking just beneath the surface of Hemingway's stories. As several reviewers point out, panic is never far away either for Hemingway himself or for his characters. In this sense, the stylization of behaviour dictated by the Hemingway code is on a par with the deceptively simple, essentially disciplined and mannered prose: both are ways of maintaining one's guard, constructing a temporary defence against the forces of chaos and emptiness.

It is perhaps predictable that the most unreservedly enthusiastic reviews tend to be the early ones. Although the reaction to *The Sun Also Rises* was surprisingly mixed, Hemingway reached the peak of his contemporary critical reputation during the 1920s: by 1929 Ford Madox Ford was calling him one of "the three impeccable writers of English prose". After this, it grew common to express doubts about Hemingway's ability to sustain his initial momentum and, indeed, about the range and success of his work as a whole. Naturally there were exceptions to this: each book had its supporters, while both *For Whom the Bell Tolls* and *The Old Man and the Sea* were greeted at first with enthusiasm or plain relief. But the general consensus is neatly summed up by one critic's distinction between "the young writer" and "the old impostor", or by another's suggestion that Hemingway had taken to writing more directly about himself, adding that Hemingway was "his own worst-invented character".

It is difficult to argue with all this. Hemingway may have hated many of his reviewers, but on the whole their judgments appear to have been correct. What they valued is what most readers and critics today value in Hemingway: the cool, chiselled prose style, the bleakly perceptive vision of life, and that rejection of conventional heroics which combines with the belief that, in confronting things as they are, one can nevertheless achieve a touch of heroism. Equally, what they disliked is what many of us now feel uneasy about too: the ferocious self-containment, the distrust of others (especially women), the resistance to emotional entanglements and the life of the mind – and, of course, the gradual decline into self-parody.

Alfred Kazin is quoted in this book as saying that Hemingway was "one of the great half-triumphs of literature". That, surely, is right. Unlike Twain, a writer with whom he is frequently compared, Hemingway does not venture too far or give too much away. His prose does not seek to liberate the object, as Twain's does, and uncover its irresistible strangeness; it remains on sentry duty, as it were, alert to the dangers of things – aware of their contours, certainly, but daring neither to embrace nor to master them.

Richard Gray

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Church of the poor

American Catholics: a history of the Roman Catholic community in the United States
by James Hennesey, SJ
Oxford University Press, £13.50
ISBN 0 19 502946 1

Although American Catholics were the largest single body of churchgoers in the United States as early as 1850, they still did not feel accepted in the nation (if one could be spoken of).

The development of a Catholic tradition at once authentically Catholic and American proved difficult, and was not made easier by the nineteenth-century policies of the Vatican, which were shaped in reaction to the French Revolution and European liberalism. Moreover, the American "civil religion" – Calvinism turned sentimental and coloured by the Enlightenment – had no time for Catholicism at all. It is not surprising that before the Civil War few Catholics argued for abolition; after all, leading abolitionists were usually leading anti-Catholics as well. Dr Hennesey's lively and well-read study of American Catholic history is much concerned with the slow growth of an American identity which could embrace both Catholic and Protestant.

The process of reconciliation was interrupted again in the late nineteenth century, when Catholic immigrants poured into America from Italy, Hungary and Poland: this stimulated nativist anti-Catholicism. Until the flight to the suburbs after 1945 Catholicism was to be the Church of the urban poor. Father Hennesey sees the considerable Catholic membership of the American Federation of Labour as helping to steer American labour away from socialism in the direction of middle-class values; in fact, at times there seems to have been little difference between Catholics influenced by *Rerum Novarum* and Protestants influenced by the far from socialist Social Gospel.

The problem of identity was made more complicated by the dominance of the Irish, the so-called "hibernarchy". Of the Catholic bishops in 1886 the ancestry was Irish (35), German (15), French (11), English (5), together with one Dutchman, one Scot and one Spaniard. Moreover, quite apart from questions of power and language, late nineteenth-century immigrants found American Catholicism too cold and puritanical. Father Hennesey suggests that Ireland's Gaelic revival came too late for most of America's Irish immigrants, who shaped a Catholicism which was narrow, moralistic and bland. Irish dominance lifted only gradually: in the meantime, by 1914 Chicago had become the world's third largest Polish city, smaller only than Warsaw and Lodz, and a schismatic Polish Catholic Church had formed, in defiance of German as well as Irish control.

An American identity emerged slowly at the theological level as well. Isaac Hecker, founder of the Paulist Fathers in 1858, prompted what became "Americanism", condemned in a papal encyclical, *Testem Benevolentiae*, in 1899. "Americanism" fostered religious individualism at a moment when the papacy, on the defensive in Europe, wanted solidarity and obedience. Catholic theology in America, Father Hennesey says, slipped into a half-century's hibernation; the most able American modernist, John Slattery, left the church in 1906.

Father Hennesey has a large cast, but his characters remain rather anonymous. He implies that American Catholicism has suffered from too much Irish leadership, but he only hints at the fascinating subject of ethnic conflict within the church. He naturally concentrates on how far an indisputably *American* Catholicism has developed, but he does not make clear what he would accept as American. The closing stages of his book depend on the impact of Vatican II, but he hardly touches the fact that this was a European movement for change which shocked as much as it stimulated American Catholics, a fact that suggests that by the 1960s the Catholicism of Europe and America were far from identical.

Father Hennesey raises the right issues and tells his stories well, but he seems too much on the defensive himself to relish the complexity of what is, after all, far more than just a religious institution.

John Kent

John Kent is professor of theology at the University of Bristol.

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BOOKS

AMERICAN STUDIES

Going native

Anglo-American Encounters: England and the rise of American literature
by Benjamin Lease
Cambridge University Press, £22.50
ISBN 0 521 23666 5

Sidney Smith's famous taunt in *The Edinburgh Review* in 1820 – "Who reads an American book?" – was so infuriating because it was so difficult to answer: yet by the mid-1850s American writers had produced a series of books which were both of major significance and distinctively American. The popular interest that greeted Harriet Beecher Stowe's tour of England suggested that there was at least one American book which everyone had read. Benjamin Lease sets out to prove that the development of a "classic American literature" in the years between was indebted in a variety of ways to the literature of Britain.

Professor Lease examines this indebtedness in 10 studies of major American writers of the first half of the nineteenth century, inquiring how the British connexion, through books, periodicals, visits and visitors, affected the careers and the literary imaginations of the principal contributors to the shaping of an American literature. Much of the material examined here will be familiar to students of American literature, but its systematic arrangement in studies of individual writers illuminates an interesting aspect of literary history.

Despite the American writer's desire for intellectual independence, ties to the mother country were perforce strong and often complicated. For example, the great British reviews of the nineteenth century were arbiters of excellence on both sides of the Atlantic; also, before the international copyright law of 1891 American publishers often preferred appropriating British titles to paying for the home-produced product. American writers were, therefore, often obliged to publish in England to receive the benefits of their foreign sales. Acceptance in England bestowed the highest cachet, though as Washington Irving discovered, it could sometimes damage reputation at home.

Professor Lease's book traces the complex web of Anglo-American literary relationships in a readable and often amusing manner. All of the writers studied here had ambivalent feelings toward the "old home" and all had views about what a truly American literature, free from the example and tutelage of England, would be. Merely to dress one's hero in leather stockings and place him in a virgin wilderness was to remain the American Scott; in Fennimore Cooper's novels a commitment to an ordered, stratified society and an artificial and derivative diction coexist with native realism. Some believed that literary independence was to be found in the purity of an American language which preserved those "sinewy Saxonisms" that eighteenth-century English had smoothed away. But Melville saw the challenge faced by the American writer as something more profound than setting or language, for the Declaration of Independence had made it both possible and a matter of duty to learn "the great art of Telling the Truth" which is the characteristic of the highest literature. Emerson, Hawthorne, and Melville all expressed messianic expectations of the appearance of a great American bard who would surpass Shakespeare and all the poets of the old world, and Whitman confidently assumed a role which had been prepared.

A number of struggling American authors found their first critical acclaim in England. John Neal, the first American to write for the great reviews, found the British public receptive to articles about the literature of the new world. *The Blithedale Romance* found an acceptance in England that was lacking in America and Henry F. Chorley's praise of Melville's sea fiction in the *Athenaeum* may have influenced the conception of *Moby Dick*. Emerson's tour of Britain was inspired by a request for lectures from the Yorkshire Union of Mechanics' Institutes. W. M. Rossetti's London edition of Whitman's poems proved a turning point in the poet's battle for recognition. English critics were the first to see the significance of *Huckleberry Finn*.

The generally chronological arrangement of Professor Lease's material brings out a gradual change of attitude toward American literature on both sides of the Atlantic, from *The Quarterly*'s claim in 1814 that "the states of America can never have a native literature any more than they can have a native character" to John Sterling's feeling that Emerson's *Essays* seemed "far ahead in compass and brilliancy of almost everything England has of late years (generations) produced" and Edward Dowden's claim that in Whitman's celebration of the American people we see "all that is most powerful and promising for the progress of mankind." Thoreau's self-admonition, "I must walk toward Oregon and not toward Europe," sums up a general change of attitude.

By ending his account with Mark Twain's doctorate at Oxford in 1907 Professor Lease brings this crescendo of approval and expectation to a satisfying climax; but the latest British voice heard here is D. H. Lawrence's forecasting, after his disillusioned return from America in 1925, that betrayal of "the American Dream" which has been the theme of so much twentieth-century writing.

J. W. Harper

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Learning from lives

Roughing It
by Mark Twain
edited with an introduction by Hamlin Hill
Penguin, £2.95
ISBN 0 14 039010 3

Struggles and Triumphs, or Forty Years' Recollections
by P. T. Barnum
edited and abridged with an introduction by Carl Bode
Penguin, £2.50
ISBN 0 14 039004 9

The American Autobiography: a collection of critical essays
edited with an introduction by Albert E. Stone
Prentice-Hall, £9.70 and £4.45
ISBN 0 13 024638 7 and 024620 4

Mark Twain's note prefatory to *Roughing It* begins with a modest disclaimer: "This book is merely a personal narrative . . . a record of several years of variegated vagabondizing". Phineas T. Barnum's preface promises "my Recollections of Forty Busy Years" so ordered as "to put in a permanent form what, it seems to me, may be instructive, entertaining and profitable".

Profitable to Barnum in the most literal sense it certainly was: the 1855 version sold 160,000 copies in the USA alone plus two English printings, the 1869 version more than a million copies, and the 1889 version an unrecorded total. (*Roughing It*, by comparison, sold only 96,110 copies in America in its first eight years.) The implication of Barnum's statement, however, is clearly that the book should be profitable also to the reader, and we recall Benjamin Franklin beginning the archetypal American autobiography with the hope that its interest for his immediate family might also have a practical benefit by prompting them to emulation. By the time he came to write the second instalment, of course, his friends had persuaded him to give even greater emphasis to it as a young people's guide to success.

Do we read autobiographies purely out of curiosity or in order to be instructed? The question implies an antithesis that is quite artificial: as Mark Twain goes on to say, "Yes, take it all around, there is quite a good deal of information in the book. I regret this very much; but really it could not be helped: information appears to stew out of me naturally". Yet the question seems to preoccupy Americans, fascinated by the form as they have been for some two hundred years. One bibliographer has identified 6,377 American autobiographies published before 1945, and the total has increased at least *pro rata* since then. The impulse to autobiography may be linked, plaitfudinously perhaps, to that preoccupation with national identity that runs through so much American writing. One answer to Crevecoeur's question "what is an American?", or one way, in Whitman's phrase, "to define America, her athletic democracy", is to write an account of a representative American life. *The Education of Henry Adams* might have been conceived as a gloss on Hen James's observation that "it's a complex fate, being an American". And when to be an American is believed to be the undisputed inheritor of infinite opportunity, the account of how one man pulled himself up by his own bootstraps will inevitably be eagerly scanned for such tips as it may offer to latterday postulants.

Roughing It, for all its breezy fun, is atypically unhelpful in this respect. Hamlin Hill, in his introduction to this welcome addition to the Penguin American Library, points out that it could not possibly be mistaken for a product of Mark Twain's bitter old age. A restless, excited book that accumulates anecdotes almost indistinguishable from tall tales and embraces Hawaii as well as Nevada and California, it also strikes a threnodic note, as in chapter LVII, in its regret for the passing of a legendary West that perhaps never was, its recognition that out of all the bustle of the flush times came singularly little that endured.

Barnum's autobiography, which might have anticipated Mailer's title, *Advertisements for Myself* ("All autobiographies are necessarily egotistical" it announces with some satisfaction), is also richly anecdotal, even in the somewhat abridged form in which it is issued in the same American Library. However, the diminishing numbers of purveyors of mass entertainment with an eye for a marketable dwarf form the only audience likely to derive profit from it, though Carl Bode's jaunty introduction rightly emphasizes its value as an index to nineteenth-century popular taste on both sides of the Atlantic.

Generalizations about American autobiographies, then, are no safer than generalizations of any kind, and yet there is the perennial temptation to bring the genre into coherent literary-critical order if possible. *The American Autobiography*, in a bibliography that is only selective, lists 135 attempts of book or article length. The main body of the volume, like its precursors in the "Twentieth Century Views" series, brings together a number of essays (10 in this instance) on aspects of the subject. All are the critics and theorists of the form, two of whom (Alfred Kazin and Anais Nin) are also well-known practitioners of it. Three work outward from specific examples (*Walden*, a piece by Mary McCarthy, and *The Diary of Anais Nin*); two are ethnically oriented, dealing respectively with black autobiography and Jewish; the remainder range more widely. Most see autobiography as, in the words of one of the authors, "peculiarly suited to the traditional American self-image: individualistic and optimistic". Robert F. Sayre suggests that it might be timely for the relatively recent growth of scholarly attention to the topic to be extending into undergraduate teaching. When that happens – and in an age so dedicated to individualism it surely must do – this will be a useful book around which to organize such a course of study.

Dennis Welland

Dennis Welland is professor of American literature at the University of Manchester.

BOOKS

AMERICAN STUDIES

Mental theatre

'The Theatre We Worked For': the letters of Eugene O'Neill to Kenneth Macgowan
edited by Jackson R. Bryer, with introductory essays by Travis Bogard
Yale University Press, £17.50
ISBN 0 300 02583 1

If one had to name the twentieth-century playwright least likely to embark upon a cooperative or collaborative enterprise with any success, Eugene O'Neill would be a strong candidate. O'Neill was an intensely private man, a marathon drinker given to fierce bursts of rage, alternating with periods of deep depression. His friend George Jean Nathan, drama critic and wit, described him as having "a dislike of meeting people that amounts almost to a terror. Even with his few close friends . . . he sits glumly for hours at a time without opening his mouth . . . The way to lose O'Neill's friendship is to ask him for an oral expression of his opinion on anything."

O'Neill disliked playwrights and actors, and throughout his life he had an aversion to seeing plays, even his own, on stage. "I hardly ever go to the theatre, although I read all the plays I can get. I don't go to the theatre because I can always do a better production in my mind than the one on the stage." O'Neill had none of Brecht's obsessive interest in relating theory to practice, moulding an acting company to suit the "production in [his] mind", and it is hard to imagine him rewriting a play in rehearsal in response to a director's or actor's suggestions. "When I finish writing a play", he said on another occasion, "I'm through with it."

'The Theatre We Worked For' tells the story of the ill-fated collaboration of O'Neill, Macgowan, and Robert Edmond Jones in the Experimental Theatre, a successor to the Provincetown Players, the group which had put on O'Neill's earliest plays but which had fallen apart under the strains accompanying the production of its two greatest successes, *The Emperor Jones* and *The Hairy Ape*. O'Neill had high hopes for the new venture, recognizing in Macgowan and Jones two kindred spirits, apostles of innovative expressionist stagecraft:

> I think you ought to inject a lot of the Kamerny spirit into your statement with the emphasis on imaginative new interpretation, experimentation in production. That's what that theatre ought to mean in New York today, Kenneth! That's what NY lacks right now! That's the gap we ought to fill.

The collaboration lasted approximately four years. Its high point came in 1924, when the triumvirate put on five O'Neill plays and adaptations, including *Desire under the Elms*, but by 1925 the talented, neurotic Jones had decamped for Europe to save his soul and O'Neill, unhappily married and living in Bermuda, began an endless series of complaints to Macgowan about failure to get his plays staged, inadequacies of the productions, and non-payment of royalties. By 1927 O'Neill, fed up, had turned to Lawrence Langner and the Theatre Guild, which brought him Broadway success, regular royalty cheques, and greater professionalism with less idealism.

Ultimately, O'Neill chose the role of the solitary artist: the theatre that mattered to him was "a *new* theatre in my brain" and not realizable on any existing stage; for this reason, and for the avoidance of pain and annoyance, he resumed the practice of never going near rehearsals or taking any interest – except financial – in the production".

Sick and tired of old theatre under old conditions, of new theatres handcuffed by old conditions, of 'art' theatres with fuzzy ideals and no money or efficiency – in fact, of *the* American theatre as it exists. I've had exactly ten years of it as a playwright – considerably more than your three as director – and my ambition to see my stuff performed on any stage I know (never very avid!) is beginning almost to cease, and this at a time when I *know* I have more to give to a theatre.

This volume goes far to explain why some of the plays of O'Neill's middle period are so bad, but also indicates their role in his artistic development. The letters are carefully annotated, with a useful biographical essay prefixed to each of the four chronologically-arranged sections. More could perhaps be made of the intellectual debt O'Neill owed to Macgowan as dramatic theorist, but, as the edition clearly shows, the tie between the two men was basically one of personal friendship, which endured until O'Neill's death. Excerpts from letters by Jones make one want to read more, and suggest that a three-cornered correspondence of O'Neill, Macgowan, and Jones would have been even more valuable and interesting than the present volume.

Warren Chernaik

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Ordering the chaos

The Imaginary Library: an essay on literature and society
by Alvin B. Kernan
Princeton University Press, £10.60
ISBN 0 691 06504 7

"In ancient times", according to Saul Bellow's Charlie Citrine in *Humboldt's Gift*, "poetry was a real force, the poet had real strength in the material world". Similarly, Jacques Maritain idealized a Graeco-Roman world where poetry was no more or less than a commonplace episode in the history of work. Poetry was the *act*, never the *thing*; according to Maritain the invention of movable type and the consequent increasingly rigid classification of literary forms, changed that. The precarious unity of artist, society and art-work began to break down. It became characteristic of art that it insisted on an absolute autonomy from the material world. As the poet grew in individual importance, his social role was eclipsed and became specialized; by gaining in distinctiveness, the writer lost his real power. Typically, the modern poet expresses alienation and powerlessness; if it is to be taken seriously, modern art is expected to display an antagonism to the society that engendered it. Affirmation becomes the ultimate vice.

In *The Imaginary Library*, Alvin B. Kernan is primarily concerned with the social existence of literature. Contrasting Renaissance Urbino with the Hanoverian Court, Kernan suggests that the price paid for Dr Johnson's tacit right to speak with George III as an equal (rather than as a dependent subject, as with Aretino) is a proportionate loss in real social power. In the "Imaginary Library", just as in Malraux's *musée imaginaire*, books (and their authors) have become *things*. The canons of academic taste and the infamous Harvard Five-Foot Shelf of "great" books are different only in degree. Walter Benjamin predicted, perhaps late in the day, that mechanical reproduction would alienate the work of art from its true significance. Art's insistence on its separate nature has tended to reify it *and* its social function; it is not just the content of literature that is subject to change through time but also its place in the social process.

Apparently unaware of Maritain's thesis, Kernan describes a precisely similar decline. His historical focus is, perhaps inevitably, narrower than the Frenchman's, some might even say absurdly so. Kernan generalizes from the Romantic period only; he claims to find the essence of the contemporary dilemma inscribed in four modern American texts. In Bellow's *Humboldt's Gift* he traces the growing inefficacy and ultimate destruction of the poet himself (Bellow is commonly supposed to have modelled Von Humboldt Fleisher on Delmore Schwartz, the doomed seer of the American 1940s whose vision was never quite large enough for his society). The nature of canonical texts and their validity is taken as the subject of Malamud's difficult and uncomfortable *The Tenants*, which again centres on the destruction of art and the artist. Nabokov's *Pale Fire* parodies the metaphysical pretensions of literary criticism and Kernan argues that the relationship of Shade, the "poet" and Kinbote, his "editor", is a parable of the artist's failure to communicate directly with his audience. Mailer's *Of a Fire on the Moon* completes the pattern with its exploration of the divide between the poetic and the scientific sensibility.

Mailer's bid to make a heroic parable out of the Apollo 11 flight was frustrated by the determinedly unheroic behaviour of Armstrong and Aldrin and by his own inability either to feel common cause with the astronauts or to find a language commensurate with their adventure and vigorous enough to cut through NASA Newspeak. Mailer is perhaps the archetype for all these writers with his atavistic faith in the writer-as-hero. All four of Kernan's writers have an old-fashioned conception of their role, a conception which, at a crucial point in their respective careers, is being thrust into confrontation with an inflexible and unassimilable reality. From *Dangling Man* to *The Dean's December* this year, Bellow has tried to fit the poetic sensibility to the modern American megalopolis; his failure has none the less produced some of the most profound fictions of the age. Malamud, with a more restricted palette, shows literature actually, *literally*, destroying itself in its attempt to portray simple human facts like love and dependence against such a background; *The Tenants* (and the quieter Malamud of *Dubin's Lives*), *Pale Fire* and Mailer's "reportage" of the moonshot are all about the insufficiency of the Imaginary Library in a world which resists the imagination.

Kernan argues that each of the writers he discusses comes to the more or less conscious realization that literature is not, or is no longer, an absolute way of seeing, an absolute epistemology, but merely a conventional, "literary" way of partially ordering the chaos. For Mailer in particular, this has been a painful discovery; literature, no matter how self-absorbed, is ultimately and fundamentally dependent on the society which supports (or fails to support) it. The excitement of the contemporary American novel, even of grotesquely ambitious failures like Updike's *Rabbit Redux*, Mailer's *The Executioner's Song* and Alan Lelchuk's zany *American Mirchief* (a book precisely concerned with the destruction of art), is in its constant confrontation with the limits of its own form and the massiveness of its subject.

Brian Morton

Brian Morton has taught at the Universities of Tromsø and East Anglia.

Eugene O'Neill in Bermuda, a photograph from 'The Theatre We Worked For'.

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Chairs

Dr Peter Gershon Isaacson, reader in histopathology at the University of Southampton, has been appointed to the chair of morbid anatomy tenable jointly at University College London and Middlesex Hospital Medical School with effect from October 1, 1982.

Mr John Stephen Keith Ward dean of Trinity Hall, Cambridge and director of studies in philosophy and theology, has been appointed to the Frederick Denison Maurice Professor of moral and social theology at King's College, London with effect from October 1, 1982.

The title of professor has been conferred upon the following:

Robin John Hawes Clark, chemistry in respect of his post at University College London; Alexander Philip Dawid, probability and statistics in respect of his post at University College London; David Maurice Denison, clinical physiology, in respect of his post at the Cardiothoracic Institute; John Thomas Harries, paediatric gastroenterology, in respect of his post at the Institute of Child Health; Humphrey Edward Melville Kay, haematology in respect of his post at the Institute of Cancer Research; Alan Harold Waters, haematology in respect of his post at St Bartholomew's Hospital Medical College.

Dr R. A. Griffiths, reader in the department of history at the University College of Swansea, has been promoted to a personal chair in medieval history.

Dr E. W. J. Kerridge, reader in economic history at the University College of North Wales, Bangor, has been granted a personal chair.

Forthcoming Events

"A core curriculum for the common school"; an inaugural lecture by Professor Malcolm Skilbeck, professor of curriculum studies, at the Institute of Education, 20 Bedford Way, London WC1 on Wednesday, June 2 at 5.30pm. Admission free.

"The new technologies – what have they to offer?", a one-day seminar on June 3, 1982 treats individually the facets of contemporary technological change and brings them together within the umbrella of information technology. Speakers: Sir Denis Barnes, president, The Manpower Society; Alan Anderson, John Murray, Richard Pearson of the Institute of Manpower Studies and Professor Tom Stonier, Bradford University. Old Ship Hotel, Brighton; cost £75 (IMS subscribers and Manpower Society members, £60). Applications to: Peck Lau, 40 Civeston Drive, Berkhamsted, Herts. Cheques payable to The Manpower Society Ltd.

"Coping with large-scale redundancies a seminar" June 7-9. Further details from Judith Viner, School for Advanced Urban Studies, Bristol University.

"Tourism and environmental conservation", a three-day conference on tourism and its environmental impact will begin on July 2, 1982 at Rewley House, Wellington Square, Oxford. For further information contact Mike Breakell, department of town planning, Oxford Polytechnic.

Appointments

General

Mr Frank Grimm is to take up a new appointment as a part-time consultant with the Science and Engineering Research Council, in June this year. He is currently technical coordinator with Philips Mobile Radio Management Group in Cambridge, responsible for coordinating mobile radio product development and research for Philips Group worldwide.

Professor John Phillips, director of the Wolfson Institute in the University of Hull, has been elected secretary of The Zoological Society of London. He has been a member of the council of the Zoological Society since 1979.

Sir Richard O'Brien is to be the new chairman of the Engineering Industry Training Board, from July 23, when he takes over from Lord Scanlon. Sir Richard was chairman of the Manpower Services Commission from 1976 to 1982.

Leslie Kemp has been reappointed as chairman of the Construction Industry Training Board for a further three years from July 21. Mr Kemp, formerly a national secretary of the Transport and General Workers Union, has been chairman of the CITB since 1976.

Universities

Bradford
Treasurer: J. Eric Ratcliffe.

London

The title of reader has been conferred upon the following: Mark William Caswell, medical microbiology in respect of his post at the London Hospital Medical College; David Allan Denham, medical microbiology, in respect of his post at the London School of Hygiene and Tropical Medicine; Susannah Lykyn, clinical microbiology in respect of her post at St Thomas's Hospital Medical School; Sheila Glennis Haworth, paediatric cardiology in respect of her post at the Institute of Child Health; David John Miller, physics, in respect of his post at University College London; Donald Johnstone Naismith, nutritional sciences, in respect of his post at Queen Elizabeth College; Peter John Rhodes, chemistry, in respect of his post at University College, London.

Course news

The Hebrew University of Jerusalem, Summer Courses 1982. First Session July 4-27; second session August 3-25. Archaeology, Jewish Thought, International Relations, History of Israel, Middle East Studies, Israel Studies, Holocaust Studies, Journalism, Folklore and Dance of Israel, Environmental Studies; Special language courses – Modern Hebrew, Biblical Hebrew, Literary Arabic and Spoken Arabic. Language of instruction – English. Information from: Friends of the Hebrew University, 3 St John's Wood Road, London, NW8 8RB.

"An interesting scene on board an East Indiaman, showing the effects of a heavy lurch after dinner" by G. Humphrey in 1818 from the Commonwealth Institute, Kensington High Street, London Festival of India exhibition (May 31 – August 15).

Grants

Welsh National School of Medicine

Epidemiology and community medicine – Dr P. F. Crandy £15,755 from the Back Pain Association in support of an investigation into disproportion of lower limb length as a consequence of minor congenital abnormalities of the pelvis and lumbar spine – a major and preventable cause of backache.

Surgery – Professor L. E. Hughes – £15,000 from Wishtrop Laboratories in support of a clinical research officer.

Conservative dentistry – Dr R. M. Green and P. M. H. Dummer – £24,520 from the MRC in support of an in vitro study of deposits formed on, and demineralization produced in, dental enamel by streptococci.

Pharmacology – Dr J. A. Davies – £14,034 from the Parkinson's Disease Society in support of an investigation of the role of 5-hydroxytryptamine in the striatum with particular reference to its possible modulatory effects on the sensitivity of post-synaptic receptors for dopamine.

Tenovus Institute for Cancer Research – Dr C. Pierpoint – £17,852 from the British Small Animal Veterinary Association in support of a study of the endocrine aetiology of malignant mammary tumours of the bitch.

Medicine – Dr M. F. Scanlon – £46,491 from the MRC in support of research into thyroid hormone and neurotransmitter control of somatostastin (GHRIH) synthesis and release by hypothalamic neurons.

Dr B. D. Williams – £112,865 from ARC in support of studies on the pathogenesis of the rheumatic diseases and to evaluate the significance of abnormalities in hepatic and splenic reticuloendothelial.

Medicine – Dr M. F. Scanlon – £16,856 from WADHSR in support of research into dopaminergic control of TSH and PRL secretion.

University College, London

Grants from Medical Research Council:

Paediatrics – Professor E. O. R. Reynolds – £504,573 for research on prevention of brain damage in newborn infants who require intensive care.

Anatomy and embryology – Professor P. D. Wall – £237,516 for an analysis of sensory signals in the central nervous system.

Haematology – Professor E. R. Huehns – £80,407 for research on the production of human monoclonal antibodies by the immortalization of antibody-producing human lymphoid cells.

Zoology and comparative anatomy – Professor R. J. Berry – £74,611 for research on the significance of inherited variation in mice.

Anatomy and embryology – Dr A. R. Lieberman – £61,131 for anatomical studies of the reticular nucleus of the thalamus and £1,454 for equipment.

Human metabolism – Professor R. H. T. Edwards and Dr M. J. Rennie – £59,668 for research on the measurement of human tissue protein synthesis in vivo with special reference to skeletal muscle.

Anatomy and embryology – Dr M. Rosendal – £54,210 for the assessment of the developmental status of a primitive haemopoietic cell.

Experimental pathology – Professor J. D. Judah – £48,421 for research on the role of phosphatidylinositol hydrolysis in the release of inflammatory mediators from neutrophils and mast cells.

Biochemistry – Dr E. D. Saggerson – £66,378 for research on the regulation of carnitine palmitoyl transferase by malonyl coA.

From the Science and Engineering Research Council.

Chemical and biochemical engineering – Dr P. Dunnill – £204,134 for a biochemical engineering study to improve protein processing.

Physics and astronomy – Dr G. E. Hunt – £126,196 for the development and application of the UCL IPIPS system for studies of planetary atmospherics.

Course news

Physiology and keeping. Schools Council Curriculum Enrichment Project (8301; prog 8).

Curriculum evaluation and assessment in science. Special institutions. Searching for Meaning (8364; prog 3).

Systems behaviour. Something in the Environment A Conflict of Value in Cornwall (7242; prog 4).

Introductory electronics. Analogue Systems? Inputs and Outputs (7283; prog 2).

Science foundation course. Equilibrium Rates OK (8101; prog 10).

The homogenous system in the community. Time to Say Good Morning? (9251; prog 2).

Curriculum design and development. The Year of the Little School (8203; prog 8).

The Enlightenment. Dreams at Ferney Holbach's (A201; prog 8).

Materials processing. Polymer Production (7332; prog 7).

The development of instruments and their music. Hooke's Symphonie Domestique (A304; prog 8).

Contemporary issues in education. Child Liberation (E200; prog 11).

Greece 478-336 BC. Socrates: Inquisitor and Technician (A292; prog 7).

As ageing population. A Continuum of Care (P252; prog 8).

The Mediaeval 20th century novel and its legacy (A312; prog 8).

Cognitive development: language and thinking from birth to adolescence. Predicting Cognitive Development (E363; prog 5).

Monday May 31

Science and belief: from Darwin to Einstein. The Wave – Particle Paradox (A381; prog 3).

Mathematical models and methods. Matrix Methods (M204; prog 24).

Greece 478-336 BC. Social Life: The Oikos (A292; prog 4).

Mathematics foundation course. The Fundamental Theorem of Calculus (M101; prog 13).

Materials under stress. Sure Offshore (1) (7351; prog 3).

Mathematics across the curriculum. What Are Chances? (M205; prog 8).

Social science foundation course. Fairy Tale Democracy (D102; prog 15).

Mathematics across the curriculum. The Fundamental Theorem of Calculus (M101; prog 13).

The digital computer. Computer Peripherals (TM211; prog 5).

Engineering mechanics: thermofluids and energy. Thermax 2000 (T233; prog 4).

Telecommunication systems. Telephone Switching (T321; prog 14).

Biology: form and function. Chicken or Egg? (8301; prog 10).

Human communities. The Branch and Bound Method (M331; prog 4).

Curriculum evaluation and assessment in educational institutions. Sorting Them Out (8366; prog 2).

Industrial relations. Multinationals (PT281; prog 10).

Principles of chemical processes. Vinyl Chloride Production (ST294; prog 8).

Crustal and mantle processes: case studies in earth science. Mineralisation in Cornwall (8336; prog 13).

Evolution. The Flesh and the Bones (8366; prog 7).

Tuesday June 1

Personality and learning. Schools Council Curriculum Enrichment Project (8301; prog 8).

Curriculum evaluation and assessment in science. Special institutions. Searching for Meaning (8364; prog 3).

Systems behaviour. Something in the Environment A Conflict of Value in Cornwall (7242; prog 4).

Introductory electronics. Analogue Systems? Inputs and Outputs (7283; prog 2).

Science foundation course. Equilibrium Rates OK (8101; prog 10).

The homogenous system in the community. Time to Say Good Morning? (9251; prog 2).

Curriculum design and development. The Year of the Little School (8203; prog 8).

The Enlightenment. Dreams at Ferney Holbach's (A201; prog 8).

The development of instruments and their music. Hooke's Symphonie Domestique (A304; prog 8).

Contemporary issues in education. Child Liberation (E200; prog 11).

Greece 478-336 BC. Socrates: Inquisitor and Technician (A292; prog 7).

As ageing population. A Continuum of Care (P252; prog 8).

The Mediaeval 20th century novel and its legacy (A312; prog 8).

Cognitive development: language and thinking from birth to adolescence. Predicting Cognitive Development (E363; prog 5).

Wednesday June 2

Schooling and society. The Case of William Tyndale (E202; prog 3).

Mathematical graphics. Magnetic Confinement (S271; prog 7).

Energy and information. Holography at Work (T321; prog 10).

Introduction to pure mathematics. The Dodecahedral Group (M203; prog 15).

Arts foundation course. Fact and Value (A101; prog 15).

An introduction to calculus. The Derived Function (M283; prog 8).

Organic chemistry. CMA 42 Organic Chemistry (S366; prog 8).

Conflict and stability in the development of modern Europe c 1789-1970. Perspective (2) (A309; prog 8).

Mass communication and society. The Artist (D8133; prog 8).

Microeconomics. The Story So Far (D222; prog 7).

Social psychology. Conversation with Erik Erikson Programme 2 (D305; prog 8).

Curriculum design and development. Jerome Bruner (8203; prog 11).

Science and school: from Darwin to Einstein. Einstein Revised? (A381; prog 3).

The Enlightenment. A Model of Despotism (A204; prog 15).

Modern art from 1848 to the present: styles and movements, 1912 – Year of Cubism (A351; prog 8).

Personality and learning. New York City Profiles (E201; prog 15).

Thursday June 3

Social psychology. You Don't Fool Me (D305; prog 8).

Systems performance: human factors and systems failures. Safety and Reliability (TD342; prog 8).

Organic chemistry. Organic Chemistry Sal or Soft (S366; prog 8).

Social science foundation course. Fairy Tale Democracy (D102; prog 15).

Crustal and mantle processes: case studies in earth science. Mineralisation in Cornwall (8336; prog 13).

History of architecture and design 1890-1939. Adolf Loos (A305; prog 12).

The digital computer. Counting by Software and Hardware (TM221; prog 7).

History of architecture and design 1890-1939. Alvar Aalto: The Failure of Total Design (A305; prog 21).

Social work, community work and society. Liverpool: City of Change (DE206; prog 9).

Arts foundation course. Appearances and Reality (A101; prog 8).

Microeconomics. The Story So Far (D222; prog 7).

Social work, community work and society. The Case of William Tyndale (E202; prog 3).

Mathematical graphics. Magnetic Confinement (S271; prog 7).

Energy and information. Holography at Work (T321; prog 10).

Introduction to pure mathematics. The Dodecahedral Group (M203; prog 15).

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Conflict and stability in the development of modern Europe c 1789-1970. Perspective (2) (A309; prog 8).

Mass communication and society. The Artist (D8133; prog 8).

Social psychology. Conversation with Erik Erikson Programme 2 (D305; prog 8).

Curriculum design and development. Jerome Bruner (8203; prog 11).

Science and school: from Darwin to Einstein. Einstein Revised? (A381; prog 3).

The Enlightenment. A Model of Despotism (A204; prog 15).

Modern art from 1848 to the present: styles and movements, 1912 – Year of Cubism (A351; prog 8).

Personality and learning. New York City Profiles (E201; prog 15).

Friday June 4

An introduction to sociology. Principles of Caste (D207; prog 15).

Fundamentals of human geography. Central Place Theory (D204; prog 8).

History of mathematics. Fields of View – Perspective and Projection (A289; prog 5).

Microeconomics. The Story So Far (D222; prog 7).

Ecology. Tawny Owls: A Case Study (S322; prog 6).

Biology: form and function. Chicken or Egg? (8301; prog 10).

Science and school: from Darwin to Einstein. Einstein Revised? (A381; prog 3).

Mathematics: an investigatory approach. Take a Sample (MD7241; prog 7).

Contemporary issues in education. Without Prejudice (E200; prog 11).

Elements of music; Modulation (A241; prog 4).

Society, education and the state. Guidance for Growth (E355; prog 4).

Curriculum design and development. Jerome Bruner (8203; prog 11).

Cognitive development: language and thinking from birth to adolescence. Predicting Cognitive Development (E363; prog 5).

Principles of chemical processes. Monomers (ST294; prog 8).

Great Britain 1756-1950: sources and historiography. Were Politics Ever Popular? (A401; prog 8).

The nineteenth century novel and its legacy (A313; prog 8).

Man's religious quest. Music in the Jewish Religion (AD206; prog 3).

Business and industry. Government and Nationalised Industries (D203; prog 2).

OU Announcements / Music interlude.

Environmental control and public health. Legislating to Control Pollution (P272; prog 7).

Democracy (D102; prog 15).

Crustal and mantle processes: case studies in earth science. Mineralisation in Cornwall (8336; prog 13).

History of architecture and design 1890-1939. Adolf Loos (A305; prog 12).

The digital computer. Counting by Software and Hardware (TM221; prog 7).

Weekend Guides – to:

Mathematical models and methods. Main Methods Projectile (MST204; prog 17).

Rome: The Augustan Age. Ovid's Exile (A202; prog 8).

Art and environment. Language and Personal Statement (TAD292; prog 2).

Understanding cancer. Cancer and Cells (S354; prog 4).

Science foundation course. Energies and the Environment (S101; prog 15).

Man-made futures: design and technology. Technology and the individual: Making Some Connections (T282; prog 2).

The nineteenth century novel and its legacy (A313; prog 8).

Man's religious quest. Music in the Jewish Religion (AD206; prog 3).

Business and industry. Government and Nationalised Industries (D203; prog 2).

OU Announcements / Music interlude.

History of architecture and design 1890-1939. Alvar Aalto: The Failure of Total Design (A305; prog 21).

* repeated programmes

Saturday May 29

BBC1

6.25* Contemporary issues in education "William Tyndale" (E200; prog 10).

6.50 Curriculum design and development. The Yehudi Menuhin School (E203; prog 8).

7.15 Science and society. Sun, Sea and Surf at William Tyndale (E292; prog 3).

7.40 History of communication. Points of View – Perspective and Projection (A1289; prog 5).

8.05 Popular Culture. Realism (T203; prog 5).

BBC2

6.25* The 19th century novel and its legacy. Middle-market (A313; prog 8).

8.50* Open University (U291; prog 7).

9.15* Introduction to pure mathematics. Cycles (M203; prog 14).

7.40 Twentieth century poetry. 'At the Hawk's Well' (A363; prog 7).

8.05 Materials under stress. Sure Offshore (1) (7351; prog 3).

8.30* Arts foundation course. "Jumpers" (A101; prog 14).

10.15* Cosmos and computers. Computing at Scotland Yard (M252; prog 4).

12.40 Statistics: an introductory approach. Take a Sample 7 (MD7241; prog 7).

13.05* Seventeenth century England: a changing culture 1618-1689. Cosmology Before Newton (A322; prog 7).

13.30* Special needs in education. Goodbye White Coat (8361; prog 10).

13.55* Food production systems. Novel Proteins – A Critical Appraisal (T273; prog 4).

14.20* The world's physical resources. Mining: A Case Study in Ireland Part 1: Exploration (S366; prog 3).

14.45* Human organisation: the management of complexity. Men, Machines and the Secretary (T345; prog 3).

17.10 Understanding space and time. Through the Looking Glass (S354; prog 8).

RADIO 4 (VHF)

8.55* Genetics. Cytoplasmic Inheritance (S209; prog 5).

9.15* Oceanography. Chemists and the Oceans (S334; prog 8).

9.30* Decision making in Britain. The Prudent Exercise (D303; prog 15).

9.55 Man-made futures: design and technology. Technology and the Individual: Making some Connections (T282; prog 2).

7.15* Arts foundation course. From the Tortoise Said to Achilles (A101; prog 14).

7.35* Mathematics foundation course. Foundation Course 7 (M101; prog 7).

22.20 Open Forum – 15

23.40* Research methods in education and the social sciences. Experiment (DE304; prog 5).

00.00 The development of instruments and their music. Haydn's Symphonic Development (A304; prog 8)

00.20* Thought and reality: central themes in Wittgenstein's philosophy. Language, Truth and Logic (A402; prog 7).

Sunday May 30

BBC1

8.25 History of architecture and design 1890-1939. Adolf Loos (A305; prog 12).

8.50 Elements of music. Modulation (A241; prog 4).

7.15 An introduction to sociology. Principles of Caste (D207; prog 15).

7.40 Fundamentals of human geography. Central Place Theory (D204; prog 8).

8.05 Environmental control and public health. Chairman of Regional Water (P272; prog 4).

8.30 Decision making in Britain. Government and Industry. Government and Industry: The Consultative Document 1970-72 (D203, P5983; prog D203/8)

BBC2

8.25* Biology, brain and behaviour. Moving Muscles (SD286; prog 7).

8.50 Systems performance: human factors and systems failures. Safety and Reliability (TD342; prog 8).

7.15 Popular Culture. Twenty Quids: A Case Study (S323; prog 8).

7.40 The nature of chemistry. Intermolecular Rearrangements (S304; prog 10).

8.05 Mechanics and applied calculus. Fields and Potentials (MT282; prog 8).

8.30* Science foundation course. Elements Organised (S101; prog 15).

8.55 Social science foundation course. Fairy Tale Democracy (D102; prog 15).

9.20 Mathematics across the curriculum. The Fundamental Theorem of Calculus (M101; prog 13).

9.45 Digital computer. Computer Peripherals (TM211; prog 5).

10.10* Engineering mechanics: thermofluids and energy. Thermax 2000 (T233; prog 4).

10.35 Telecommunication systems. Telephone Switching (T321; prog 14).

11.00 Biology: form and function. Chicken or Egg? (8301; prog 10).

11.25 Human communities. The Branch and Bound Method (M331; prog 4).

11.50* Curriculum evaluation and assessment in educational institutions. Sorting Them Out (8366; prog 2).

12.15 Industrial relations. Multinationals (PT281; prog 10).

12.40 Principles of chemical processes. Vinyl Chloride Production (ST294; prog 8).

13.05* Crustal and mantle processes: case studies in earth science. Mineralisation in Cornwall (8336; prog 13).

13.30* Evolution. The Flesh and the Bones (8366; prog 7).

RADIO 3 (VHF)

8.55 Words in music. Chomsky: Language and Mind (E242; prog 7).

9.15 Modern art from 1848 to the present: styles and movements, 1912 – Year of Cubism (A351; prog 8).

9.30* Personality and learning. The British Intelligence Scale (E301; prog 14).

9.55 Microeconomics. The Story So Far (D222; prog 7).

7.35 Food production systems. Novel Proteins – A Critical Appraisal (T273; prog 4).

RADIO 4 (VHF)

6.55 Special needs in education. Northern Ireland: A Sense of Isolation (8341; prog 3).

7.15 Social work, community work and society. Liverpool: City of Change (DE206; prog 9).

7.35 The Enlightenment. A Model of Despotism (A204; prog 15).

RADIO 3 (VHF)

23.35 Contemporary issues in education. Child Liberation (E200; prog 11).

22.40* Greece 478-336 BC. Socrates: Inquisitor and Technician (A292; prog 7).

00.00 As ageing population. A Continuum of Care (P252; prog 8).

8.35 Mediaeval 20th century novel and its legacy (A312; prog 8).

04.40 Cognitive development: language and thinking from birth to adolescence. Predicting Cognitive Development (E363; prog 5).

Open University programmes May 29 to June 4

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Universities

Job Opportunities in University Development in Southern Sudan

The University of Juba has vacancies in a range of disciplines for both immediate appointment and for the academic year 1982/84. Staff are needed at all levels for appointments of 2 years or more in the following subject areas:

College of Natural Resources and Environmental Studies
Professor/Associate Professor/Lecturer in
BIOCHEMISTRY — MATHEMATICS
CROP PRODUCTION — PHYSICS
FORESTRY

College of Economic and Social Studies
Professor/Associate Professor/Lecturer in
ACCOUNTANCY – Cost/Management
ECONOMETRICS — STATISTICS

College of Education
Professor/Associate/Lecturer in GEOGRAPHY

Appointees will be expected to offer courses to students at all levels, and to teach over a broad spectrum within their subject. The University opened in 1977 and graduated its first students in 1981. Vacancies may exist in other disciplines in the above-mentioned colleges as well as in the Colleges of Adult Education and Training and Medicine. The 1983/84 academic year will run from March 1983 – December 1983.

Expatriate salary scales: Professor $23,708 pa. Associate Professor $27,050–$28,108 pa. Lecturer $23,444–$28,554 pa. (£1 sterling = $1.852 approximately but NB remittance abroad is possible at the rate of £1 sterling = $60.92 approximately). The British Government may provide salary supplementation in the range £7,224–£12,090 pa (sterling) for married appointees or £5,508–£10,216 (sterling) for single appointees (reviewed annually – normally tax-free) and associated benefits. Free housing. Family passages. Annual home leave. Superannuation. Various allowances.

Detailed applications (2 copies), including a curriculum vitae and naming 3 referees, should be sent to the Vice-Chancellor, University of Juba, PO Box 82, Juba, Sudan, to arrive no later than 15 July, 1982. Applicants resident in the UK should also send 1 copy to the Overseas Educational Appointments Department, The British Council, 90/91 Tottenham Court Road, London W1P 0DT quoting reference U129/82. Further details are available from either address.

Colaiste na hOllscoile Corcaigh
University College Cork

MODERN HISTORY

Applications are invited for a full-time permanent post as Assistant Lecturer/College Lecturer in the Department of Modern History.

The salary scales are:
COLLEGE LECTURER
IR£10,189 – IR£11,895
Bar IR£11,918 – IR£15,234 pa
ASSISTANT LECTURER
IR£8,849 – IR£9,599 pa

Application form and further details of the post may be obtained from the undersigned.

Latest date for receipt of application is *Friday, 18 June, 1982.*

M. F. Kelleher, Secretary

UNIVERSITY OF EAST ANGLIA
Norwich

Applications are invited for a

SENIOR LECTURESHIP or LECTURESHIP IN LAW

in the School of Law from 1 October, 1982 or as soon as possible thereafter. Salary for a lectureship initially within the range £6,070–£7,700 per annum on the scale £6,070–£12,960 per annum, for a senior lectureship on the scale £12,305–£16,410 per annum (scales under review) plus USS benefits.

Applications (three copies) giving names of three persons to whom reference may be made, should be addressed to the Establishment Officer, University of East Anglia, Norwich NR4 7TJ. Tel: 0603-56161, ext. 2126, from whom further particulars may be obtained, not later than 28 June, 1982. No forms of application are issued.

BOTSWANA
UNIVERSITY COLLEGE

Applications are invited from suitably qualified candidates for the post of Professor/Senior Lecturer/Lecturer in History, Religious Studies. Candidates must have a Master's degree and those with a PhD will have an added advantage. Preference will be given to candidates who have spent one or more of the following years: The Middle East, Psychology of Religion, Economic and Social Ethics, Theology of Liberation. A Professorship would require ten years University Teaching and relevant research experience, a Senior Lectureship, 5 years of the same experience; experience for the post of lecturer would be desirable but not essential.

Salary scale: P1,752 – P2,652 – P3,552 sterling = £1,775.50 – £2,687.50 – £3,599.50.

Terms: Three renewable contract; additional benefits possessing relevant experience; assistance with income declaration. Hard furniture provided. Detailed applications (3 copies) including a curriculum vitae and names of referees should be sent to the Registrar, University College of Botswana, Private Bag 00703, Gaborone, Botswana, to arrive no later than 30 June 1982. Please quote reference 1/82.

UNIVERSITY TEACHERS ASSOCIATION OF GENERAL SECRETARY

Applications are invited for the post of General Secretary of the Association of University Teachers to succeed Mr. Roger Carr, who is retiring on 30th September, 1983. The salary scale for this post is £15,000 rising by annual increments of £1,000 to £18,000 plus a London allowance of £1,000 (in Central London). The successful candidate will be responsible to the Council for the general policy of the Association and for its administration as an appropriate Certification Officer. Experience may be gained in the trade union movement, but not necessarily in the work of the Association.

Applications, including a full curriculum vitae, should be sent to the University Teachers Association, 29 Tavistock Square, London WC1H 9EZ, to arrive not later than 30th June, 1982. Applications should be marked "Confidential" and may be sent as soon as possible to the Secretary of the Association of the West Indies, St Augustine, Trinidad. Only those resident in the UK should also send 1 copy to the Overseas Educational Appointments Department, British Council, 90/91 Tottenham Court Road, London W1P 0DT, quoting reference U129/82. Further particulars and application forms are available from either address.

THE WEST INDIES THE UNIVERSITY OF ST AUGUSTINE

Applications are invited from suitably qualified candidates for the post of Senior Lecturer/Lecturer in Zoology. The successful applicant will be required to play an important role in undergraduate teaching of Zoology in all areas, and to undertake appropriate research. Emphasis will be placed on Ecology and a Final Year Course in Post Management.

Salary scales may be reviewed): US$28,764 – 45,662 pa = £17 sterling = £15 = £26,651.

FSSU — Unfurnished accommodation or housing allowance. Family passages. Study Leave with Grant. Application forms (8 copies), should be sent as soon as possible to the Secretary, The University of the West Indies, St Augustine, Trinidad. Only those resident in the UK should also send 1 copy to the Overseas Educational Appointments Department, British Council, 90/91 Tottenham Court Road, London W1P 0DT, quoting reference U129/82. Further particulars and application forms are available from either address.

YORK
UNIVERSITY OF

Department of Economics and Related Studies

LECTURESHIP IN ECONOMICS

Applications are invited for a Lectureship in Economics to commence October 1982 or as soon thereafter as possible. The salary will depend on qualifications and experience within the limits of the Lecturer A scale (£6,070–£12,960, with USS membership). Applications (3 copies) should be sent to the Registrar, University of York, Heslington, York YO1 5DD, from whom further particulars may be obtained. Closing date 30 June 1982.

NORTH WALES
UNIVERSITY COLLEGE

SECRETARY AND REGISTRAR

Applications are invited for the post of Secretary and Registrar, to be appointed with effect from October 1982 or as soon thereafter as possible.

The salary will depend on qualifications and experience within the limits of the Lecturer A scale (£6,070–£12,960, with USS membership). Applications (3 copies) should be sent to the Chairman of Council, University College of North Wales, Bangor, Gwynedd, LL57 2DG.

Ten copies from applicants resident in the UK should also be sent to the Overseas Educational Appointments Department, The British Council, 90/91 Tottenham Court Road, London W1P 0DT quoting reference U129/82.

Further particulars can be obtained from the Secretary and Registrar, University College of North Wales, Bangor, Gwynedd, LL57 2DG.

Ten copies from applicants resident in the UK should also be sent to the Overseas Educational Appointments Department, The British Council, 90/91 Tottenham Court Road, London W1P 0DT quoting reference U129/82. Further details are available from either address.

CARDIFF
UNIVERSITY COLLEGE

DEPARTMENT OF PURE MATHEMATICS

POST DOCTORAL FELLOWSHIP

Applications are invited for the above post. The appointment is for three years – duties to commence 1st October 1982 or as soon as possible thereafter. Salary for a lectureship initially within the range £6,070–£7,700 per annum on the scale £6,070–£12,960 per annum, for a senior lectureship on the scale £12,305–£16,410 per annum (scales under review) plus USS benefits.

Applications (three copies) giving names of three persons to whom reference may be made, should be addressed to the Establishment Officer, University of East Anglia, Norwich NR4 7TJ. Tel: 0603-56161, ext. 2126, from whom further particulars may be obtained, not later than 28 June, 1982. No forms of application are issued.

BATH
UNIVERSITY OF

Applications are invited for the post of

CATERING OFFICER

in the University. The appointment will date from 1st August or as soon as possible thereafter.

Salary in the range £10,161 – £13,860.

Further particulars are obtainable from the Personnel Officer, University of Bath, Bath, BA2 7AY, quoting reference 82/50.

Closing date for applications 16th June 1982.

MANCHESTER
UMIST

LECTURER IN EMPLOYMENT LAW
(Part-Time)

Ref: MR/48/CJ. A part-time Lectureship in Employment Law is available in the Department of Management Sciences from 1st September 1982 or the spring of two days per week. Applicants should have a degree in law or interest in Employment Law and ability also to teach the law of contract. The successful applicant will be expected to undertake research and contribute to the general affairs of the Department as well as teaching and examining.

Salary will be pro rata to the scale £4,941 – £7,419 – £10,671 per annum.

Informal enquiries about the post can be made to Dr. C. J. Gordon (tel: 061-834 5691 ext. 2168).

Applications (two copies preferably in typescript), with full curriculum vitae and the names of three referees should be sent by 30th June 1982 to Room 86, UMIST, PO Box 88, Manchester M60 1QD. The closing date is 7 July 1982.

DURHAM
UNIVERSITY

PROGRAMMING ADVISER OR SYSTEMS PROGRAMMER

Applications are invited for two new posts of PROGRAMMING ADVISER or SYSTEMS PROGRAMMER in the Computer Unit. An IBM compatible mainframe will be installed in Durham during the summer of 1982 to supplement the existing NINIAN IBM 370/168 in Newcastle. The successful applicants will strengthen and should preferably have a Higher Degree in Psychology, Linguistics or a related subject.

Appointment will be on the salary scale for Research Officers IA in the range £6,070 to £7,700 plus £1,045 London Allowance. In assessing the starting salary consideration will be given to qualifications, age and experience.

Application forms and further particulars are available, on receipt of a stamped, self-addressed envelope, from the Assistant Secretary (Academic), Room R 610, The London Suite, Old Shire Hall, Durham DH1 3HP, to whom applications should be returned by 11 June 1982.

NEW ZEALAND

THE UNIVERSITY OF AUCKLAND

MUSIC – CHAIR CARRYING WITH IT THE HEADSHIP OF THE DEPARTMENT

Closing date 13 August 1982

Applicants must be well qualified in Music, be experienced teachers and be able to demonstrate administrative ability.

CHEMISTRY – LECTURESHIP IN INORGANIC CHEMISTRY

Closing date 16 July 1982

Applicants should have a PhD or equivalent qualification and preferably experience in some field of inorganic chemistry.

LAW – LECTURESHIP

Closing date 19 July 1982

Applicants should have a higher degree and preferably some experience in some or all of research, teaching and professional practice. Applications will be especially welcome from those qualified to teach Credit Law, Criminal Law, Criminology and Industrial Law.

Commencing salaries will be assessed in accordance with qualifications and experience, to a maximum salary of $NZ31,937 – $NZ34,488 per annum. Allowance of $NZ1,440 – $NZ1,884 per annum. Conditions of appointment and Method of Application Forms (3 copies), together with the names and addresses of three referees, should be sent by 16th July, 1982 to the Overseas Assistance Appointments Officer, Association of Commonwealth Universities, Amyas House, 36 Gordon Square, London WC1H 0PF. Applications close on 31 August 1982.

LONDON
UNIVERSITY OF
The London School of Economics

RESEARCH ASSISTANTSHIP IN SOCIAL POLICY

Applications are invited for the above position to undertake research on Business Administration.

Applicants should have a degree or equivalent qualification and preferably have experience in some or all of research, teaching and professional practice. Applications will be especially welcome from those qualified to teach Credit Law, Criminal Law, Criminology and Industrial Law.

Commencing salaries will be assessed in accordance with qualifications and experience, to a maximum salary of $NZ31,937 – $NZ34,488 per annum. Allowance of $NZ1,440 – $NZ1,884 per annum. Conditions of appointment and Method of Application Forms (3 copies), together with the names and addresses of three referees, should be sent by 16th July, 1982 to the Overseas Assistance Appointments Officer, Association of Commonwealth Universities, Amyas House, 36 Gordon Square, London WC1H 0PF. Applications close on 31 August 1982.

NEWCASTLE UPON TYNE
UNIVERSITY OF

SCHOOL OF EDUCATION

The University invites applications for a full-time teaching post in Education for two years from 1 October 1982 or 30 September 1984. The successful applicants will:

(1) take tutorial responsibility for a group of experienced overseas teachers following courses in Primary and Lower Secondary Education;

(2) contribute to the field of Special Education to these courses and other post-experience courses.

Overseas experience is desirable as is experience of working with handicapped children and of remedial education.

Salary will be at an appropriate point on the Lecturers' scale: £6,070 – £7,700 – £12,960 according to age, qualifications and experience.

Further particulars may be obtained from the Deputy Registrar (Academic), The University, Kensington Terrace, Newcastle upon Tyne NE1 7RU, with whom applications (3 copies), together with the names and addresses of three referees, should be lodged not later than 30 June 1982. Please quote reference 71/82.

ST. ANDREWS
UNIVERSITY OF

Department of Statistics

Applications are invited for the post of Research Officer to work on an SSRC-funded project on Statistical Expert Systems. The major duties will involve the development of computer software for the collection and presentation of information from multivariate data sets. Applications should be for an appointment to be made for a degree in Computing, Statistics, Mathematics, or some combination of these subjects and have some computing experience.

The appointment is for two years commencing October 1982

Universities continued

BOTSWANA
UNIVERSITY COLLEGE OF

Applications are invited from suitably qualified candidates for the post of Senior Lecturer/Lecturer in Accounting. Candidates must have at least a Master's degree in Accounting, Auditing or Commerce or a professional qualification in Accounting (eg ACA, ACCA). Preference will be given to candidates with a PhD and an aptitude for research. The appointee is expected to undertake direct teaching in subjects like Financial Accounting, Cost Accounting, Management Accounting, Auditing, Financial Management etc at Bachelor of Commerce degree level and assist in planning, organising and conducting evening courses leading to the certificates and diploma in Accountancy and Business Studies.

Salary Scale: P7,752–P13,764 per annum (£1 sterling = P1.7750)

Two-year renewable contract; contract gratuities; family passages; baggage allowance; assistance with accommodation; hard furniture provided. Detailed applications (2 copies), including a curriculum vitae and naming 3 referees, should be sent to the Registrar, University College of Botswana, Private Bag 0022, Gaborone, Botswana, to arrive no later than 30 June 1982. Applicants resident in the UK should also send 1 copy to the Overseas Educational Appointments Department, The British Council, 80/81 Tottenham Court Road, London W1P 0HT quoting reference U 145/ 82.

Further particulars are not available. 111

ZIMBABWE
UNIVERSITY OF

Applications are invited for the following posts:

PROFESSOR IN THE DEPARTMENT OF CHEMICAL PATHOLOGY (available immediately)

Evidence of clinical and organisational skills for undergraduate and post-graduate teaching, as well as the capacity to contact and stimulate interest in scientific inquiry in an African setting would be advantageous.

LECTURESHIP/SENIOR LECTURESHIP, DEPARTMENT OF CURRICULUM STUDIES (available 1st July, 1982)

Candidates should be able to function in the area of teaching African Languages (both as first and second languages) to Graduate Certificate in Education, Teacher training experience and the ability to teach in at least one area of curriculum theory at postgraduate level will be an advantage. The areas offered at this level are curriculum evaluation, curriculum change, curriculum planning and supervision.

LECTURESHIP/SENIOR LECTURESHIP, DEPARTMENT OF MECHANICAL ENGINEERING (3 posts) (available immediately)

(a) Mechanical Engineering (Design or Thermo-Mechanics or Solid Mechanics)
(b) Control Systems, Industrial Systems or Electrical Engineering
(c) Dynamics or Fluid Mechanics

Applicants should have a good first degree in Mechanical Engineering plus at least five years practical and teaching experience. Corporate status in a Chartered engineering institution is equivalent will be a strong recommendation.

LECTURESHIP/SENIOR LECTURESHIP, DEPARTMENT OF PAEDIATRICS AND CHILD HEALTH (available 1st November, 1982)

A higher qualification is essential. An interest in community paediatrics is desirable.

LECTURESHIP/SENIOR LECTURESHIP, DEPARTMENT OF HOME ECONOMICS (FOOD SCIENCE) (available 1st September, 1982)

Applicants should be Food Biochemists with teaching experience and a degree in Food Science or equivalent qualifications. He/she will be expected to teach in new one year course and do research.

LECTURESHIP/SENIOR LECTURESHIP, DEPARTMENT OF CHEMISTRY (ORGANIC CHEMISTRY) (available immediately)

Applicants should have a PhD in Organic Chemistry. The successful appointee will be required to teach and do research in Organic Chemistry.

LECTURESHIP/SENIOR LECTURESHIP, DEPARTMENT OF COMPUTING SCIENCES (available immediately)

Applicants should have University teaching and research experience in business and scientific aspects of computing science. An interest in microcomputer hardware and data-base would be desirable.

SALARY SCALES
MEDICAL
Professor: Z$24,000 x 522–25,220
Senior Lecturer: Z$20,100 x 500–23,500 x 600–24,500
Lecturer: Grade I: Z$17,988 x 432–18,852
Grade II: Z$15,468 x 432–16,740 x 468–17,208
Grade III: Z$11,664 x 432–12,528

NON-MEDICAL
Professor: Z$19,452 x 516–20,676 x 540–21,186
Senior Lecturer: Z$15,060 x 480–15,540
Lecturer: Grade I: Z$11,940 x 396–13,584
Grade II: Z$9,012 x 372–10,116 x 396–10,512
Grade III: Z$7,464 x 372–8,208

Appointment on other scales according to qualifications and experience.

CONDITIONS OF SERVICE: Both permanent and short-term contracts are offered. Persons who are not ordinarily resident in Zimbabwe may be appointed only on a short-term contract basis with an initial contract period of two years.

APPLICATIONS: Further particulars and forms of application on the method of application should be obtained, prior to submission of application (certificates, testimonials and personal particulars, NO PHOTOGRAPHS PLEASE) from: The Registrar, University of Zimbabwe, or from the Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF.

Applications should be submitted not later than 30 June 1982. 111

MELBOURNE
AUSTRALIA
LA TROBE UNIVERSITY
SCHOOL OF SOCIAL SCIENCES
LECTURER IN THE DEPARTMENT OF POLITICS

TWO POSITIONS TENURE AND/OR FIXED TERM (4 YEARS)

Applications are invited from persons qualified in political and social theory (Western and/or Southern European politics, Middle East politics, international relations). Appropriate consideration will be given to those with political and social theory and an interest in teaching at first year level.

Salary: $A20,963 – $A21,539

Further information and application forms may be obtained from the Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF. Closing date for applications 18 June 1982. H1

NEW ZEALAND
UNIVERSITY OF CANTERBURY
LECTURER IN FINE ARTS
(Six Positions)

Applications are invited from suitably qualified persons, at the position of Lecturer in the University School of Fine Arts.

The subject areas are: Art History; Painting and Drawing; Printmaking; Ceramics; Textile Design and Drawing; Painting and Drawing; Sculpture and Drawing.

The above vacancies have arisen partly through retirements and, in part, through the introduction of the Bachelor of Fine Arts Degree.

Appointees will be expected to commence duties on 1 January 1983.

The salary for lecturers on a scale from NZ$15,660 to NZ$23,684 per annum.

Conditions of Appointment may be obtained from the Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF.

Further information may be obtained from Professor R. H. Simpson, Head of the School of Fine Arts, in the University.

Applications close with the Registrar, University of Canterbury, Private Bag, Christchurch, New Zealand, on 16 July 1982. H1

LEEDS
THE UNIVERSITY OF
DEPARTMENT OF COMPUTER STUDIES

Applications are invited for a vacancy for a LECTURER in the above Department. Qualifications and special interests in Software Engineering, or Digital Systems Hardware are required.

Salary on the scale for Lecturers: £6,070–£12,860, according to age, qualifications and experience.

Informal enquiries may be made to Mr D. Hutchison (Tel: Leeds (0532) 78751 ext. 6119 or 61196).

Application forms and further particulars may be obtained from the Registrar, The University, Leeds LS2 9JT, quoting reference number 46/82. Closing date for application: 18 June 1982. H1

ULSTER
THE NEW UNIVERSITY

ADMINISTRATIVE ASSISTANTS/OFFICERS

Applications are invited for one of two posts with, in the administration of the University. Candidates should preferably be honours graduates of any relevant professional qualifications. Experience in university administration or public service would be useful.

The person(s) appointed will probably be required to service initially in the academic or financial areas of the administration.

Salary Ranges (under review) with U55:

Administrative Assistant (IA): £5,988 – £10,875 per annum

Administrative Officer (II): £10,100 – £13,860 per annum.

Application forms and further particulars may be obtained from the Assistant Registrar, The New University of Ulster, Coleraine, Northern Ireland, BT52 1SA (telephone 0265 44141 ext. 2571) to whom completed applications and names and addresses of three referees, should be returned not later than 18th June, 1982. H1

THE WEST INDIES
THE UNIVERSITY OF
ST AUGUSTINE

Applications are invited from suitably qualified candidates for a post of Senior Lecturer/Lecturer in Chemical Engineering. The successful candidate will be expected to develop his particular specialisation in terms of teaching and research, industrial and/or teaching experience would be an advantage. Candidates should possess Honours Degrees, preferably to doctoral level, in Chemical Engineering.

Salary scales (to be revised): PSSU: £5,328 – 46,098 pa. (£1 sterling = TT$4.8656)

FSSU. Unfurnished accommodation or housing allowance. Family passages. Study and Travel Grant. Application forms (8 copies) should be submitted as soon as possible to the Secretary, The University of the West Indies, St Augustine, Trinidad. Applicants resident in the UK should also send 1 copy to the Overseas Educational Appointments Department, The British Council (ref: U 80/81), Tottenham Court Road, London W1P 0HT quoting reference U 126/82. Further details and application forms are available from either address. H1

Polytechnics

PLYMOUTH POLYTECHNIC
RESEARCH ASSISTANTSHIPS

Applications are invited from candidates with, or expecting to obtain this year, a good honours degree in an appropriate subject for the following research projects:

FACULTY OF TECHNOLOGY

Department of Architecture:
Computer Aided Design
Air Infiltration and Condensation in Dwellings

Department of Mathematics, Statistics & Computing:
Mathematical Modelling of the Galactic Magnetic Field

Department of Mechanical Engineering:
Ship Manoeuvering Equation Coefficients

PLYMOUTH BUSINESS SCHOOL

Department of Management Studies:
Fishing Industry Project

FACULTY OF SCIENCE

Department of Environmental Sciences:
Analytical Chemistry

Department of Geography:
Human Geography

Research Assistants are expected to register for a higher degree with the CNAA. Appointments are for a period of one year in the first instance renewable for a second and third year subject to satisfatory progress.

Salary: £5,034–£5,466 (under review)

Application forms to be returned by Friday, 18th June, 1982, can be obtained with further particulars from the Personnel Officer.

Drake Circus, Plymouth, Devon, PL4 8AA.

The POLYTECHNIC WOLVERHAMPTON
Head of Computer Centre

Responsible for an active department, currently of thirty people, providing computing services to staff and students, administration and library at present based on 3 large Prime Computers (85+ terminals) and 45+ CP/M systems.

To meet ever-increasing demand, current developments include an integrated Polytechnic database, networking with micros, and user services projects.

Salary Scale: Principal Officer 2 (f+5) £14,142 to £15,186.

Further particulars and application form from:

Establishment Clerk, The Polytechnic, Wolverhampton, WV1 1SB. Telephone: Wolverhampton (0902) 710654 (quasphone).

HUDDERSFIELD POLYTECHNIC
Department of Behavioural Sciences
HEAD OF DEPARTMENT – GRADE V
(Ref: ACA/449)

Applications are invited for the post of Head of Department. The Department of Behavioural Sciences comprises staff qualified in Psychology, Sociology and Social Work and provides the basis for the MSc (Analysis of Decision Processes), the BSc (Honours) Behavioural Sciences; the Polytechnic Diploma in Social Work (CQSW), and, under development, the BA (Social Welfare Administration).

The successful applicant may come from any relevant discipline but will have an established position in academic or professional life. A substantial reputation in research and publication is highly desirable.

Further details and application forms may be obtained from the Personnel Office, The Polytechnic, Queensgate, Huddersfield HD1 3DH (Tel: 0484 22288 ext. 2224) and should be returned, to that office not later than Friday, 11 June, 1982.

Closing date for applications 18th June 1982. H1

THE POLYTECHNIC OF WALES
POLITECHNIC CYMRU
Department of Electrical & Electronic Engineering
PRINCIPAL LECTURER IN COMMUNICATIONS ENGINEERING
Salary: £11,298 – £14,238 per annum inclusive. (Subject to review)

LECTURERS GRADE II/SENIOR LECTURERS IN ELECTRONICS
Salary: £8,462 – £12,141 per annum inclusive. (Subject to review)

Applicants should possess an Honours Degree and have had appropriate industrial experience.
In addition, applicants for the Principal Lecturer post should have experience of teaching to Honours Degree level.

Applicants for the Lecturer Grade II/Senior Lecturer post will be particularly welcome from young, recently qualified graduates.

The Department encourages all staff to undertake research and to maintain links with industry.

RESEARCH ASSISTANT
Salary: £4,386 – £5,486 per annum inclusive. (Subject to review)

Project Area
Microprocessor applications in speech processing.
Aims
To design and develop speech processing units capable of realtime operation which can be readily interfaced with a user mobile radio equipment.
Suitable Applicants
Electrical/Electronic Engineering or Computer Science graduates. However, other graduates with relevant experience in microprocessor applications will be considered.

For further particulars of the above posts and application forms please contact:
The Personnel Officer
The Polytechnic of Wales
PONTYPRIDD
Mid Glamorgan CF37 1DL.
Tel: (0443) 405133, ext. 2021
Closing date: 18th June, 1982

SHEFFIELD CITY POLYTECHNIC
DEPARTMENT OF MATHS, STATS & OPERATIONAL RESEARCH
RESEARCH ASSISTANT IN APPLIED STATISTICS

Applications are invited from good honours graduates in Statistics to work on a three year fixed term project on the development of Analysis of Variance techniques for ergodic data. Candidates should preferably have some undergraduate (or postgraduate) experience in directional data techniques.

The successful candidate will be expected to seek registration for a CNAA research degree.

Salary Scale – £4,602–£5,250 (increase pending).

Application forms and further details are obtainable from the Personnel Officer, Sheffield City Polytechnic (Dept. THES), Hallfords House, Fitzalan Square, Sheffield S1 2BS, or by telephoning 0742-20811 ext. 387. Completed forms should be returned by 18th June.

Sheffield City Polytechnic is an Equal Opportunities Employer.

SHEFFIELD CITY POLYTECHNIC
DEPARTMENT OF CHEMISTRY
LECTURER II IN CHEMISTRY

To contribute to the teaching of chemistry at higher technician, Honours degree and post graduate levels, and the research work of the Department. Post doctoral or equivalent experience in industry, research or teaching is essential. No specific subject specialism in chemistry is attached to the post, and the successful applicant will be expected to adopt a flexible approach to teaching duties. Particular but not exclusive interest will be shown in applicants having expertise in microcomputing and instrumentation in chemistry, chemical education and education technology, polymer chemistry, or radiochemistry, as well as knowledge of a main branch of chemistry.

Salary Scale – £6,462–£10,431.
Under current salary regulations the successful candidate can normally expect incremental progression to the Senior Lecturer scale of which the present maximum is £12,141.

Application forms and further details are available from the Personnel Officer, Sheffield City Polytechnic (Dept THES) Hallfords House, Fitzalan Square, Sheffield S1 2BS, or by telephoning 20911 ext. 387. Completed forms should be returned by 11th June.

Sheffield City Polytechnic is an equal opportunities employer

The Polytechnic, Huddersfield
Department of Life Sciences
SENIOR LECTURER
CLINICAL TEACHERS' CERTIFICATE
Ref: ACA 448

Applicants must hold SRN and RNT qualifications and should either have been a Clinical Teacher or have been closely involved with same. They should preferably also have a Diploma in Nursing and a degree in Nursing or allied subjects. The successful applicant will be responsible to the Head of Department of Life Sciences for running the course leading to the Certificate in Clinical Teaching.

Application forms and further particulars can be obtained from the Personnel Office, The Polytechnic, Queensgate, Huddersfield HD1 3DH (Tel: 0484 22288 ext. 2224) and should be returned, to that office not later than Friday, 11 June, 1982.

NEWCASTLE UPON TYNE
POLYTECHNIC
School of Economics
RESEARCH ASSISTANT

"Variations in labour productivity" – the project concerns structural and organisational determinants of labour productivity, and labour co-operation. Applicants should have a good degree in economics or related subject and have knowledge of labour economics, theory of the economics of the firm, econometrics and/or the participation of workers in decision making. Starting date April, 1982 or September, 1982 (two year contract).

Salary Range £6,034 – £5,814 per annum.

For further details and application forms please call our Personnel Department (091 2324691 ext. 2222) quoting reference 1/82 or write stamped addressed envelope to the Personnel Officer, Newcastle upon Tyne Polytechnic, Ellison Building, Newcastle upon Tyne, NE1 8ST.

Completed applications should be returned by 11th June, 1982. Please quote ref. no. Particulars are not available. H3

Polytechnics continued

THE SOUTH BANK POLYTECHNIC OF
BOROUGH ROAD, LONDON SE1 0AA

SENIOR LECTURER/ LECTURER GRADE II (2 Posts)

DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

Applications are invited from well-qualified engineers with recent industrial / consultancy / research experience. One post is permanent; the other is temporary with possibility of extension.

The Department is currently operating industrial/ consultancy and post-graduate and full-time undergraduate and part-time undergraduate courses, together with an expanding undergraduate school. The successful candidates will be likely to hold a postgraduate degree in some discipline appropriate to the Department's work, having interests in some of the following areas: computing, microelectronic applications, telecommunications, process control.

Salary will be in the range:

Senior Lecturer: £10,383 p.a. – £12,606 p.a. inclusive of London Allowance

Lecturer Grade II: £7,251 p.a. – £11,190 p.a. inclusive of London Allowance

Further particulars and application form available from the Staffing Office, Telephone: 01-928 8989 ext: 2325.

Completed application form to be returned no later than 24 June, 1982. H3

TEESSIDE POLYTECHNIC

DEPARTMENT OF ADMINISTRATIVE AND SOCIAL STUDIES

TEMPORARY LECTURER II IN PUBLIC ADMINISTRATION

Further to the granting of a sabbatical year to a member of staff a temporary replacement is required to teach on a variety of courses in Public Administration and Politics including BEC, HNC/D and BA Public Administration.

The post is for one year only commencing on 1st August 1982. Re-appointment will terminate on 31 August 1983.

Salary: £6,462 pa. to £10,431 pa.

Further particulars and application forms are obtainable from the Personnel Section, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland TS1 3BA. Telephone Middlesbrough (0642) 218121. Extension 4114.

Closing date for applications: 15 June 1982. H3

TEESSIDE POLYTECHNIC
COMPUTER CENTRE
Systems Programming Manager – Re-advertisement

Teesside Polytechnic is in the forefront of computing in education. The computer centre has a staff of 40 and operates a DEC 2060 mainframe and a Prime Supermini.

Applications are invited for the vacancy of SYSTEMS PROGRAMMING MANAGER reference Number F.CU.03 which is a key post involving both management and technical responsibility, with the responsibility directly to the Head of the Centre.

Salary: £11,220 – £13,605 per annum.

Application forms and further particulars are available from: The Personnel Section, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland TS1 3BA. Telephone (0642) 218121 Extension 4114.

Closing date for applications: 11 June 1982. H3

PORTSMOUTH POLYTECHNIC
Department of Mathematics and Statistics

TEMPORARY LECTURER IN STATISTICS

Applications are invited for a Temporary Lecturer in Statistics from 1st September 1982 until 31st August 1983.

Applicants must be able to teach Statistics to various disciplines, some Mathematics and Computing to others.

Salary Range £6,034 – £5,814 per annum.

For further details and application forms please call our Personnel Department (0705 827681 ext. 2222) quoting reference 2/82. Starting point will depend upon qualifications and experience.

Application form and further particulars may be obtained from the Personnel Officer (Temporary), Polytechnic, Park Building, Portsmouth PO1 2DE. Telephone Portsmouth (0705) 827681.

Completed applications should be returned by 11th June, 1982. Please quote ref. no. H3

LONDON
THAMES POLYTECHNIC
SCHOOL OF SOCIAL SCIENCES
RESEARCH ASSISTANTS IN SOCIOLOGY

Two appointments can be made from September 1982 for an initial period of two years. Successful candidates will work with staff on a project to analyse the nature of ethnic and sexual divisions in the local community. Applicants should be graduates preferably with experience of research design and an demonstrable interest in the fields. They will register for a C.N.A.A. research degree and develop their own work as well as a major contribution to the wider project.

Salary scale: £5,145–£5,793 per annum.

Further particulars and application form from the Staffing Officer, Thames Polytechnic, Wellington Street, London, SE18 6PF, to be returned by 22 June 1982. H3

TEESSIDE POLYTECHNIC
DEPARTMENT OF ELECTRICAL, INSTRUMENTATION AND CONTROL ENGINEERING

Due to expansion in the Department, applications are invited for the post of:

LECTURER II/SENIOR LECTURER IN CONTROL ENGINEERING

to join the Instrumentation and Control Engineering Section, which is primarily responsible for the Degree, BSc(Hons) Instrumentation and Control Engineering, a wide range of Technician Courses, industrial and/or research experience is desirable.

Salary Lecturer II – £6,462 – £9,534 (efficiency bar) – £10,431
Senior Lecturer – £9,894 – £12,141 (work bar) – £14,148

An appointment may be made at either Lecturer II or Senior Lecturer level but the salary on appointment will not be greater than £12,141.

Further particulars and application forms, which are returnable within 14 days of the appearance of this advertisement, are obtainable from: The Personnel Section, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland TS1 3BA. Telephone Middlesbrough (0642) 218121 Extension 4114. H3

NORTH STAFFORDSHIRE POLYTECHNIC
DEPARTMENT OF MECHANICAL AND CIVIL ENGINEERING

PRINCIPAL LECTURER
£11,298 – £12,591 (Bar)
£14,148 per annum

SENIOR LECTURER
£9,894 – £11,328 (Bar)
£12,141 per annum

LECTURER II
£6,462 – £10,431 per annum

Graduate professional engineers are invited to apply for the above posts which will be based on the degree and Higher National Diploma Courses in Mechanical Engineering at the Stafford site of the Polytechnic.

Applicants (male/female) should also have a special interest in developing research and industrial consultancy in one of the following areas: systems engineering, plant engineering, manufacturing systems with materials and energy conversion and transfer, control engineering, dynamics and stress analysis, engineering design.

Application forms and further particulars are obtainable from:

The Personnel Officer, North Staffordshire Polytechnic, College Road, Stoke on Trent, ST4 2DE. Telephone Stoke on Trent (0782) 45341 Ext. 257

Closing Date: Friday 11th June, 1982. H3

LONDON
MIDDLESEX POLYTECHNIC

Lecturer II/Senior Lecturer in English Literature

£6,960–£12,639 pa inc (Three-year appointment)

to teach modern British and American Literature to honours degree level.

The successful candidate will be a literary specialist who plays a central part in communicating specialised courses. Candidates should have specific qualifications, research experience and appropriate teaching techniques.

Write or quote ref. A2662 for further details and an application form to: Personnel Office (T), Middlesex Polytechnic, Queensway, Enfield, Middx EN3 4SF. Telephone 01-804 8851 ext. 2222 (answerphone service). Closing date June 23rd. H3

TEESSIDE POLYTECHNIC
HEAD OF DEPARTMENT OF APPLIED STRUCTURAL ENGINEERING AND BUILDING (GRADE V)

Applications are invited for the post of Head of Department who might have a background in any of the areas of civil engineering.

The department is responsible for the provision of courses at postgraduate, degree and professional (professional and Higher National Certificate levels).

Applicants should have good professional qualifications and experience in practice and must be chartered engineers, preferably at the level of Fellow. They should be able to demonstrate proven ability in research, evidenced by research activity, and excellent experience in the supervision of research students. Consultancy would be an advantage.

Salary scale: – Head of Department Grade V £12,591 – £13,482 per annum).

Further particulars and application forms are obtainable from: The Personnel Section, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland TS1 3BA. Telephone (0642) 218121 Ext 4114.

Closing date for applications: 30 June 1982. H3

TEESSIDE POLYTECHNIC
HEAD OF DEPARTMENT OF ACTUARIAL STUDIES AND ECONOMICS

Applications are invited for the post of Head of Department. Applicants should be graduates with a professional qualification in Actuarial Studies and/or Economics and a record of research and publication. Experience in teaching and administration is desirable.

Salary scale: – Head of Department Grade V £12,591 – £13,482 per annum).

Further particulars and application forms are obtainable from: The Personnel Section, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland TS1 3BA. Telephone (0642) 218121 Ext 4114.

Closing date: Friday 11th June, 1982. H3

PRESTON
POLYTECHNIC OF
SCHOOL OF SOCIAL STUDIES

Applications are invited for the post of PRINCIPAL LECTURER IN COMMUNITY HEALTH STUDIES

The person appointed will be Head of Division of Community Health Studies and will act as Course Leader for Health Visitor courses.

Salary Scale: £11,298 to £12,591 (Bar) to £14,238 (under review)

Application forms and further details obtainable from the Personnel Officer, Preston Polytechnic, Preston PR1 2TQ. Tel: (0772) 262057, quoting reference AA/35. Closing date: 18th June 1982. H3

Personal

IMMEDIATE ADVANCES £100 to £20,000. Written terms on request. Regional Trust Ltd., 31 Dover Street, Piccadilly, London W1A 4HQ. Phone 01-491 2934 or 499 5416. LOOO

THE CROSSWORD CLUB offers numbers a real crossword challenge. Details from Hilberry Farm, Awbridge, Romsey, Hants. H20

Colleges of Further Education

DURHAM COUNTY COUNCIL
NEW COLLEGE DURHAM
PRINCIPAL: Leonard G. Bewsher, Acad. Dip.Ed. (Lond.), B.Sc. (Econ.), M.A., F.R.S.A.

DEAN OF FACULTY OF TECHNOLOGY

Applications are invited from appropriately qualified persons for the post of Dean of the Faculty of Technology in this College. The vacancy arises from the promotion of the present Dean. Candidates should hold a suitable combination of a professional qualification of standing, an Honours degree, or higher degree, and have had considerable administrative and managerial experience and responsibility in a similar post in a College and/or Polytechnic.

The salary is calculated in accordance with the Burnham F.E. Report and is that of a Grade VI Head of Department. Appointment will date from 1st January, 1983 or earlier if possible.

Further particulars and application form, returnable by 18th June, 1982 may be obtained from The Principal, New College Durham, Framwellgate Moor Centre, Durham DH1 5ES, on receipt of a stamped addressed gummed label.

Research Posts

DURHAM
UNIVERSITY BUSINESS SCHOOL
SMALL BUSINESS CENTRE
Research in Managerial Redeployment
RESEARCH ASSISTANT

A Research Assistant is required for the continuing study of the process of managerial redeployment from a large company. The research will make up from existing work involving the following and through a sample of managers who have recently left a large company. The target is at least five who will be research assistant to the research team designing and using instruments to examine the process of the sample.

The post is for two years, salary will be on the scale of £5,583–£6,675 per annum, plus superannuation.

Applications (3 copies), naming three referees, should be submitted not later than 17th June, 1982 to the Registrar and Secretary, 32 Old Elvet Hall, Durham DH1 3HP from whom further particulars may be obtained. H10

ABERDEEN
UNIVERSITY OF
HEALTH ECONOMICS RESEARCH UNIT

Economist/ Senior Research Fellow/ Senior Lecturer (Legislation of Senior Lecturer Scale)

(Re-Advertisement)

A new senior post of deputy director of the Health Economics Research Unit, which is concerned with research and teaching in health economics, is to be established. The successful candidate will be responsible for three years for initiating and supervising research on various aspects of economics in relation to health care. Applicants must be economists with substantial experience in health economics and preferably but not necessarily with knowledge of health economics.

Starting salary will be on the lecturer/senior lecturer scale (£6,070–£12,860 per annum) with experience.

Further particulars from The Secretary, The University, Aberdeen with whom applications should be lodged by 18 June 1982. H10

LIVERPOOL
UNIVERSITY OF
DEPARTMENT OF INDUSTRIAL STUDIES
RESEARCH ASSISTANTSHIPS

Applications are invited from good honours graduates for prospective graduates for a studentship commencing October 1982. There are opportunities to extend present researches into (i) the measurement of technical processes as influenced by the use of robots and computers and (ii) the technological influences of technology, company organisation and the use of new communication in industrial productivity.

Applications, together with names of two referees, should be received as soon as possible by The Registrar, P.O. Box 147, Liverpool, L69 3BX from whom further particulars may be obtained. Quote Ref: R/1117/THES. H10

PORTSMOUTH
POLYTECHNIC
DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

SERC Research Studentships in Microwave Telecommunications

Applications are invited from candidates qualified for entry to Research Degrees of Applied Physics, Electronics or M.Sc. possibly with relevant research experience. A degree is required together with a broad knowledge and the ability to integrate within a team.

The successful candidate will join the Microwaves and Optronics Group and be able to select a topic from a wide range of topical fields in which the group has a strong activity. These include radio propagation and satellite communications, wide-band digital microwave systems, aspects of spread spectrum techniques and microwave oscillator design and measurement techniques.

Further details can be obtained from Dr. Brian Smith, Assistant Director, Applied Physics, Portsmouth Polytechnic, Park Building, Anglesea Road, Portsmouth PO1 3HF. Telephone 0705 827681, Extension 2180/184. H10

PORTSMOUTH
POLYTECHNIC
DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

SERC Research Studentships in Microwave Telecommunications

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Further details can be obtained from Dr. Brian Smith, Assistant Director, Applied Physics, Portsmouth Polytechnic, Park Building, Anglesea Road, Portsmouth PO1 3HF. Telephone 0705 827681, Extension 2180/184. H10

RESEARCH ASSISTANTSHIPS 1982

Applications are invited from good Honours Graduates for Research Assistantships for the following projects.

1. **Department of Humanities Geography:**
The Relationships between Chalk Cliffs, Platforms and Associated Beaches in Southern England.
2. **Department of Business and Professional Studies Economics:**
The Investment Behaviour of South Wessex Small (non-engineering) Firms 1983–1985.
3. **Department of Catering, Hotel Administration and Applied Science**
Food Science:
'Factors Affecting the Shelf Life of Chilled Plated Meals, with Special Reference to Whole Meal Vendings.'

These posts are available from 1st September, 1982. Projects 1 & 2 will last for two years Project 3 will last for one year in the first instance.

Research Assistants may register for a Higher Degree of the CNAA.

Salary Scales: £4,818 to £5,466 per annum.

Details and application form, which must be returned by 11th June, 1982, obtainable on receipt of S.A.E. from:

The Director's Secretary, (TH4)
Dorset Institute of Higher Education
Wallisdown Road
Poole, Dorset BH12 5BB

HULL
UNIVERSITY OF
Department of Sociology and Social Anthropology

Applications are invited for an SSRC research studentship in Social Anthropology tenable from October 1982. Qualification is upper second class honours in a degree which has included a substantial amount of social anthropology. Applications to be made by Friday, 18 June on forms available from the Registrar, University of Hull, Hull HU6 7RX, or write in the first instance to the Secretary (Postgraduate admissions) at the Department. H10

NEWCASTLE UPON TYNE
UNIVERSITY OF
DEPARTMENT OF CIVIL ENGINEERING
and
OPERATIONS RESEARCH GROUP

RESEARCH ASSOCIATE – TRAFFIC ASSIGNMENT AND ROAD PAVEMENT COSTS
£7,017

Applications are invited for a RESEARCH ASSOCIATE in the first instance to research on the damage caused to the national highway network due to the passage of heavy goods vehicles and to refine the methods used to estimate these costs for the different vehicles that use the road system. Applicants will possess a good degree in relevant engineering or science, demonstrate initiative, originality and the ability to write professional reports of high quality. The post will be tenable for a period of two years.

Salary will be at an appropriate point on the scale IA £6,070 – £10,572 per annum according to age, qualifications and experience.

Applications including a full curriculum vitae and the names and addresses of three referees should be sent as soon as possible to Dr. A. D. Jones, Department of Civil Engineering, The University, Newcastle Upon Tyne, NE1 7RU, from whom further particulars can be obtained. Please quote reference THES. H10

LONDON
(UNIVERSITY OF LONDON)
BIRKBECK COLLEGE
SERC RESEARCH STUDENTSHIP

Applications are invited from graduates or prospective graduates for an SERC-financed Linked Research Studentship tenable in the Department of Geography. The research would be based upon some aspect of quantitative climatology and would involve computer analysis of data from the 1982 population census. Knowledge of Fortran is desirable. Supervisor: Professor Richard Chorley. Further details are available from Dr. Brian Rhind, Department of Geography, Birkbeck College, 7–15 Gresse Street, London W1P 1PA, to whom application should also be made. H10

ABERDEEN
UNIVERSITY OF
DEPARTMENT OF GEOGRAPHY

N.E.R.C. CASE STUDENTSHIP

Applications are invited for an NERC studentship on aspects of the snow cover of Scotland, centred jointly with the Macaulay Institute. Research involving field work and processing of LANDSAT and meteorological satellite data, and analysis of the relationship between snow distribution and weather systems.

For further information please contact: Dr. D. E. Sugden, Department of Geography, University of Aberdeen. H10

Fellowships

CAMBRIDGE
DOWNING COLLEGE
TEACHING FELLOWSHIP IN PHYSICS

Applications are invited from men and women for the Teaching Fellowship in Physics from 1st October 1982 for a maximum period of five years.

The successful applicant will be expected to be Director of Studies in Physics, and to teach a substantial part of the principal subjects in the Natural Sciences Tripos. He/she will be expected to undertake research.

The emolumente of the office will be on the scale applicable to a University Lecturer, at present £6,070 rising to £12,860 by annual increments to £8,160 a year).

Further particulars and an application form may be obtained from the Bursar, Downing College, Cambridge CB2 1DQ. The completed form should be returned not later than 14th June. H3

LONDON
KING'S COLLEGE
RESEARCH ASSISTANT

Applications are invited from graduates with a degree in the Social Sciences and who have post graduate research experience:

The successful candidate will work with Dr. Peter Clarke to study Church appointments in the Church of England between 1900 and 1939.

The appointment is for one year in the first instance.

Salary scale £6,070 to £8,280 plus London Allowance £1,080 p.a.

Three copies of applications together with names and addresses of two referees should be sent to Professor Peter Clarke, Faculty of Education, 184 Hills Road, Cambridge CB2 2PQ. Applications should be completed not later than 14th June. H10

university college of swansea

Sociological Fieldworker

Applications are invited for the vacancy of Senior Research Assistant in the Department of Sociology and Anthropology to work on an SSRC funded project on the social consequences of redundancy in steel. The person appointed will be required to undertake a study of the economic and occupational fate of Port Talbot, the settlement most affected by redundancies in the British Steel Corporation South West Wales. The successful applicant will be qualified in either Sociology or Social Anthropology and be an experienced fieldworker of proven capabilities.

The appointment, which will commence from the soonest date that can be arranged, will be for two years and the commencing salary will be on a scale up to £9,925 per annum, plus USS USPS Superannuation.

Application forms (3 copies) and further particulars may be obtained from the Personnel Office, University College of Swansea, Singleton Park, Swansea SA2 8PP, to which office they should be returned by Monday, 28 June, 1982.

WALES
UNIVERSITY OF
SAINT DAVID'S UNIVERSITY COLLEGE, LAMPETER.

POSTGRADUATE STUDENTSHIP AND JOHN LEWIS AWARD

The College invites applications from overseas candidates for a one-year Postgraduate Studentship, in any general discipline, which will be awarded in 1982/83 to graduates wishing to pursue studies in one of the Arts and Social Science subjects offered by the College. The Studentship will be in the sum of the D.E.S. national awards.

Applications are also invited from overseas students for four awards of £500 each to pursue postgraduate work in an approved discipline.

For application forms, write to the Admissions Officer, Saint David's University College, Lampeter, Dyfed, SA48 7ED, Wales, U.K.

Closing date will be Friday, June 18th, 1982. H10

LONDON
(UNIVERSITY OF LONDON)
BIRKBECK COLLEGE
SERC RESEARCH STUDENTSHIP

Applications are invited from graduates or prospective graduates for an SERC-financed Linked Research Studentship tenable in the Department of Geography. The research would be based upon some aspect of quantitative climatology and would involve computer analysis of data from the 1981 population census. Knowledge of Fortran is desirable. Supervisor: Professor Richard Chorley. Further details are available from Dr. Brian Rhind, Department of Geography, Birkbeck College, 7–15 Gresse Street, London W1P 1PA, to whom application should also be made. H10

NEWCASTLE UPON TYNE
UNIVERSITY OF
DEPARTMENT OF CIVIL ENGINEERING
and
OPERATIONS RESEARCH GROUP

RESEARCH ASSOCIATE – TRAFFIC ASSIGNMENT AND ROAD PAVEMENT COSTS
£7,017

Applications are invited for a RESEARCH ASSOCIATE in the first instance to research on the damage caused to the national highway network due to the passage of heavy goods vehicles and to refine the methods used to estimate these costs for the different vehicles that use the road system. Applicants will possess a good degree in relevant engineering or science, demonstrate initiative, originality and the ability to write professional reports of high quality. The post will be tenable for a period of two years.

Salary will be at an appropriate point on the scale IA £6,070 – £10,572 per annum according to age, qualifications and experience.

Applications including a full curriculum vitae and the names and addresses of three referees should be sent as soon as possible to Dr. A. D. Jones, Department of Civil Engineering, The University, Newcastle Upon Tyne, NE1 7RU, from whom further particulars can be obtained. Please quote reference THES. H10

Fellowships continued

UNIVERSITY OF EDINBURGH
Institute for Applied Language Studies

TEACHING FELLOWS

Applications are invited from Applied Linguists for several posts of Teaching Fellows. Applicants should hold a post graduate degree in Applied Linguistics and have varied experience of language teaching and materials development. Duties involve both teaching and work in development and research. The IALS provides courses for students and teachers of English as a foreign language. Registration for a higher degree is possible. Salary is within the range £6,500–£7,300 (under review). A two year contract will be offered.

Applications, together with the names of two referees, should be received before 14 June, by the Director, IALS, 8 Hope Park Square, Edinburgh, Tel: 031 667 1011 Ext 6444, from whom further particulars may be obtained. Please quote Reference 7003.

Colleges and Departments of Art

CORNWALL

FOUNDATION STUDIES

Falmouth School of Art, Woodlane, Falmouth, Cornwall, TR11 4RA. Telephone (0326) 313269 & 312048

From September, 1982, the school will be offering a new two year Course in Foundation Studies to students from the age of 16. This will be run in conjunction with the one year Foundation Course. The following new posts will be available for teaching on the two Foundation Courses.

Full time Lecturer Grade I. 1 post

Applications are invited from practising artists and designers working in two or three dimensions who also have appropriate teaching and administrative experience and who will take responsibility for the day to day course on a day to day basis, under the overall direction of the Principal Lecturer in Foundation Studies.

Part time posts

A. Photography/Graphic Design/Design Drawing post – 12 hours per week × 30 weeks per year.

B. Two-Dimensional Design/Textiles post – 12 hours per week × 30 weeks per year.

C. Drawing and Painting 1 post – 8 hours per week × 30 weeks per year.

D. Art and Design History ½ post – 3 hours per week × 30 week per year.

Lecturer/Demonstrator in Ceramics and Sculpture 1 post

Majority of time (26 hours per week) will be as Technician Grade II in Ceramic studies which is part of the Degree area in Sculpture. 3 hours per week will be a teaching post at Grade III or Foundation.

Applicants may apply for more than one of the advertised posts, but they will be asked at the time of application to state clearly which posts they are applying for and they will be asked to complete a separate application forms in respect of each post. Interviews will be held in Falmouth during July, 1982. Travelling and subsistence expenses to interview will be paid only for the full time post.

Further details and application forms may be obtained by sending S.A.E. to The Principal, Falmouth School of Art at above address. Completed applications must be returned not later than Monday, 14th June, 1982. H9

FALMOUTH

Falmouth School of Art Woodlane, Falmouth, Cornwall, TR11 4RA Telephone (0326) 313269 & 312048

The following posts are offered for September, 1982

LECTURERS I

B.A.(Hons.) Degree Course in Fine Art

PAINTING – 2 posts each 5 hours per week.

SCULPTURE – 1 post 12 hours per week. 2 posts each 5 hours per week.

PHOTOGRAPHY/FILM – 1 post 18 hours per week. 1 post 3.5 hours per week.

Applications are invited from practising artists who should have a sound knowledge of the techniques involved. Part time posts will be blocked over a 36 week year and in some cases limited travelling expenses will be paid. All posts are offered in the first instance for one year only with possible extension to second year.

Applicants may apply for more than one of the advertised posts, but they will be asked at the time of application to state clearly which posts they are applying for and they will be asked to complete separate application forms in respect of each post.

Further details and application forms may be obtained by sending S.A.E. to The Principal, Falmouth School of Art at above address. Completed applications must be returned not later than Monday, 14th June, 1982.

Interviews will take place on or about 14th July at London. H9

KENT
COUNTY COUNCIL

Education Department
Maidstone College of Art
Oakwood Park
Oakwood Road
MAIDSTONE
Kent

DEPARTMENT OF ART, DESIGN HISTORY AND COMPLEMENTARY STUDIES

Lecturer II – half full-time post in Design History and Theory with responsibility to Graphic Design students on B.A. (Hons.) courses.

Salary on LII scale pro rata.

Application form and further details from Chief Administrative Officer, Education Department, Maidstone 57286, Extension 22. H9

LONDON
ROYAL ACADEMY OF ART

Applications are invited for the post of a WEAVE TUTOR in the School of Textile Design for 7 years in the first instance from 1st September, 1982. Reserved age 35–45. Salary within scale £5,844–£8,487 according to qualifications and experience. Further particulars and application form from Assistant Registrar, Royal Academy of Art, Kensington Gore, London SW7 2EU. H9

Colleges of Higher Education

CAMBRIDGESHIRE
COLLEGE OF ARTS AND TECHNOLOGY

TEMPORARY LECTURER IN SOCIOLOGY

Required from 1st September, or as soon as possible thereafter, for one year to teach on courses from I.T. level.

Candidates should have a good honours degree in Sociology and preference will be given to those able to teach Sociology of Education and either the Social Structure of Industrial Societies or the Sociology of Work at degree level.

Salary scale £5,034–£8,667 (under review) starting point depending on qualifications and experience.

Further details and form from Head of Department of Management and Business Studies, CCAT, Cambridge. CB1 1PT (0223) 65571, ext 261 to whom forms should be returned by 11th June 11. H9

WEST SUSSEX
INSTITUTE OF HIGHER EDUCATION
(Incorporating Shoreham College, Worthing College, Chichester and Bognor Regis Colleges)

LECTURER II IN MUSIC

The Institute invites applications from suitably qualified candidates for the appointment to LECTURER II IN MUSIC with effect from 1st September, 1982 or as soon thereafter as possible. The successful applicant will be appointed on the scale £5,403–£10,437 p.a. under review. The successful applicant will be expected to teach on the Institute's BA (Hons.) degree in Related Arts and on the B.Ed. (Hons.) programmes validated by CNAA.

Application forms and further details are obtainable from the Director's Secretary, West Sussex Institute of Higher Education, The Dome, Upper Bognor Road, Bognor Regis, PO21 1HR (telephone 0243 865811).

Completed forms should be returned by 11th June 1982. H9

Athrofa Gogledd-dd Cymru
The North E Wales Institute
of higher education

HEAD OF SCHOOL OF CATERING, BAKING & HOME ECONOMICS

A suitably qualified and experienced person to be responsible for the administration of the School on two of the sites incorporated within the Institute at Wrexham and Connah's Quay. The majority of the time will be spent in Wrexham. The Head will also be responsible to the Executive Principal of the Institute for the efficient organisation of the School, in close liaison with the staff on the two sites with reference to the day to day operations of the School.
KELSTERTON COLLEGE
Connah's Quay, Deeside, Clwyd

REGISTRAR

Salary Scale PO1 (2–8) £9,261–£10,275

An experienced administrator required for duties which will include all aspects of academic course provision, student registration, including computerised statistical returns, financial control including invoicing and supervision of all non-teaching staff. The successful candidate must be well versed in Local Authority Regulations.

STATISTICS OFFICER

Salary SO1/SO2 £8,190–£9,828

A graduate or person with similar qualification required to be based initially at the Planning Unit, Kelsterton College, Connah's Quay. Main duties will be concerned with the collection and dissemination of statistical data relating to the Institute for use by Institute Management and external bodies (teaching staff work loads and patterns will be the prime source of data). Other varied activities within the Planning Unit may include involvement in the preparation of the corporate Planning Cycle of the County Council and Position/Programme Option Statements of the Institute. Co-operation with the Institute Computer Centre is ongoing.

Further details and application forms for all the above posts available from the Institute Registrar, Kelsterton College, Connah's Quay, Deeside, Clwyd. Tel: Deeside 817531, Ext. 271.
Closing date 4th June 1982.

Administration

National Museum of Photography, Film and Television

Head of Education and Interpretation

£10,275–£11,517 p.a.

This National Museum will operate as part of the Science Museum and will occupy a central site in the City of Bradford. The Education Service at the museum will be provided by the City of Bradford's Directorate of Educational Services, and the person appointed to this post will be an employee of the Council. The Museum, which will include two education rooms with a broad range of practical photographic, television and video equipment, is expected to open in late autumn during 1983/84. The permanent displays and special exhibitions will cover the historical development and modern applications of photography, film and television, and their role in influencing society as well as in entertainment and as an historical record.

It is hoped that this post will be filled during the summer of this year, and the preliminary duties will include the preparation of permanent displays, establishing links with potential users, particularly schools and colleges and planning educational programmes and activities. Once the museum is open, the duties will include the continued development of the Education Service and direct contribution to its teaching programmes.

Applicants should have a degree or equivalent qualification in an appropriate subject (arts or sciences). Preference will be given to applicants holding the P.G.C.E. (or its equivalent) with recent teaching experience (preferably at middle or secondary level) and a minimum of 3 years experience in an area of work to be covered by the National Museum of Photography. Experience of museum work, photography or educational television, will also be an advantage. Candidates must be enthusiastic and able communicators.

Ref. E 8082 (A&M)/THES

A Union Membership Agreement is in operation

Application forms and further information may be obtained from the Directorate Personnel Office, Directorate of Educational Services, Provincial House, Market Street, Bradford BD1 1NP and must be returned by Friday 18th June 1982.
Please enclose S.A.E.
Previous applicants need not re-apply

City of Bradford Metropolitan Council

We are an equal opportunities employer

LONDON

The CAM Education Foundation invites applications for the post of

ASSISTANT REGISTRAR

To assist in the running of the Education Department. A wide range of duties will include organising examinations throughout the world and setting prospective students.

Salary around £6,800 p.a.

Applicants, who should be graduates in business studies or a similar area, are asked to phone for further information or alternatively send or ring current details to: The Academic Registrar, CAM Education Foundation, Alford House, 19 Aldford Street, London, SW1X 1NJ. 01 499 7606.

Adult Education

RICHMOND UPON THAMES
EDUCATION COMMITTEE

Appointment of Principal
Richmond Adult College

Current Salary in the range of £16,917–£17,946 inclusive of outer London Allowance

Applications are invited for the appointment of Principal of this Group 4 Adult Education College. The vacancy arises from the retirement of the present Principal, Mrs P. M. Leslie, OBE.

The college, with a main full time base in Richmond, and a new additional full time base about to be developed in Twickenham, offers a full range of day and evening non-vocational courses in approximately 40 centres and outstations across the Borough. Some 30 subjects at GCE 'O' and 'A' level are also offered, together with a smaller number of vocational courses mainly in the secretarial and language fields. The college has at present some 14,000 individual students on its role.

Candidates must be able to demonstrate a strong commitment to adult education, and must have a successful record at senior level in adult education or a closely related field.

Further particulars and application forms returnable by 11 June 1982, from Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB.

Librarians

WEST SUSSEX
INSTITUTE OF HIGHER EDUCATION
INCORPORATING
BISHOP OTTER COLLEGE,
CHICHESTER AND
SOUTHOVER HOUSE
COLLEGE,
LEWES

LIBRARY

TEMPORARY CATALOGUERS

The Institute Library has immediate vacancies for TWO temporary cataloguers to assist the Chief Cataloguer in the task of retrospective conversion for library catalogue records to machine readable form. The Institute is a member of BLCMP, and the tasks involve some reclassification and some stock editing as well as data preparation.

The appointment in each case is for one year and carries a salary of £5,000 per annum.

Applicants who should be qualified professional librarians preferably with some experience of automated cataloguing procedures should write or telephone as soon as possible to Miss G. B. Johnson, Librarian, West Sussex Institute of Higher Education, Bishop Otter College, College Lane, Chichester, West Sussex PO19 4PE. Tel: Chichester 787911 R14

Holidays and Accommodation

TAKE A CREATIVE BREAK

Relax by learning painting and pottery at Aston House – our converted 16th century farmhouse in the heart of rural Worcestershire. Expert individual tuition whatever your interest or experience. Enjoy the scenery and good home cooking in July or August.

Send for our brochure – Martin and Tina Homer, Aston Bank, Tenbury Wells, Worcestershire WR15 8LW.

UNIQUE CREATIVE HOLIDAY

Unique creative holiday in lonely Scottish hill farm. Central Highlands: painting, pottery, ironwork, hillwalking, fishing. Ideal for the whole family, pets welcome.

Send for details to:
Mr J. Prentice, Glendishom Farm, Braco, Perthshire.
Tel: Braco 372.

Courses

DESERVE A SABBATICAL YEAR?
MAKE THE BREAK IN '82

THE CO-OPERATIVE COLLEGE

1-year Policy Studies Course from January 1983.

Applications are invited from mature people interested in contemporary economic, social, industrial and community policies, etc. No formal educational qualifications required, but a commitment to voluntary service and action is desirable. Scholarships and grants are available to cover fees, accommodation and dependants' allowances.

Further details and application forms available from: Mr. O. O'Brien, Director of Studies, Co-operative College, Stanford Hall, Loughborough, Leics LE12 5QR.
Tel: 050982 2333

Colleges of Technology

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

NORTH WEST KENT
COLLEGE OF
TECHNOLOGY

Department of Mechanical Technology

A Senior Lecturer in Engineering is required to play a leading part in developing the Department's vocational courses. The successful candidate will have appropriate academic and industrial experience and be able to contribute at level I including H.N.C. level in one of the following areas: the mechanical, production, engineering area, design, maintenance and control.

London Fringe Area allowance. Assistance with removal costs may be payable in appropriate cases.

Further information and application forms can be obtained from the Principal at North West Kent College of Technology, Dering Road, Dartford DA1 2EU. Tel: Dartford 25471.

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Overseas

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Duties: To fulfil the duties of Permanent Head.

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Special Conditions: Some out of hours work and interstate travel will be required. Art "expense of office" allowance is payable.

Location: Adelaide

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Enquiries to: Commissioner D. C. Corbett, telephone (08) 227 0322.

Applications together with the names of three referees should be addressed to the Chairman, Department of the Public Service Board, G.P.O. Box 1898, Adelaide, South Australia, 5001, marked "Personal and Confidential". Closing date for applications is 11th June, 1982.

DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION

UNIVERSITY OF NATAL
DEPARTMENT OF STATISTICS & BIOMETRY
PIETERMARITZBURG, SOUTH AFRICA

Applications are invited from suitably qualified persons regardless of sex, religion, race, colour or national origin, for appointment to the post of:

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The salary will be in the range: R23,109–R30,255 per annum.

The commencing salary notch will be dependent on the qualifications and/or experience of the successful applicant. In addition, an annual service bonus is payable of 93% of one month's salary subject to Treasury regulations.

Application forms, further particulars of the post and information on pension, medical aid, group insurance, staff bursary, housing loan and subsidy schemes, long leave conditions, and travelling expenses on first appointment are obtainable from Miss Jenny Lloyd, South African Universities Office, Chichester House, 278 High Holborn, London WC1V 7HE, with whom applications, on the prescribed form, must be lodged not later than 15 July, 1982, quoting reference PMB 28/82.

NATIONAL UNIVERSITY OF SINGAPORE

HUMAN RESOURCE MANAGEMENT

As part of a nationwide programme for improving productivity in Singapore, human resource management has been identified as a key factor for development. To this end, the National University of Singapore and, in particular, the School of Management with the Department of Business Administration will be playing an important role, both in the development of appropriate courses for students in the University and in the provision of consultancy and management services to public and private sector organisations. The University wishes to identify personnel in this field with experience in teaching, research and consultancy. Such identification will enable the University to establish mutually beneficial relationships with academics, consultants, etc from all parts of the world through visiting professorships, teaching fellowships or longer-term appointments. As part of its development, a unit on Human Resource Management within the School of Management or Department of Business Administration is contemplated.

Persons in whom the University will be particularly interested are:—

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Those interested in obtaining further information on the courses should contact:

Professor Lee Soo Ann
Dean of Accountancy & Business Administration
National University of Singapore
Kent Ridge
Singapore 0511.
Telex Address: UNISPO RS33943
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Application forms and further details on appointments may be obtained from:

Mr R Sharma
Director
NUS Overseas Office
No. 5, Chesham Street
London SW1.
U.K.
Tel: (01) 235-4552

Director of Personnel
National University of Singapore
Kent Ridge
Singapore 0511.

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The School of Australian Environmental Studies has a vacancy for a Lecturer with expertise in the areas of soils, geomorphology and/or geology. The teaching duties of the appointee will comprise the "Soils and Geomorphology" component of the first year Foundation Programme, convenorship and teaching of the second year main study course "Soils and Geomorphology" and assistance, where appropriate, with other teaching related to Land Use Studies. Preference will be given to applicants with a Ph.D, who have demonstrated interdisciplinary skills, some quantitative skills, and a capacity to relate their teaching and research to problems of land use management and man-environment relationships. Knowledge and experience of the Australian environment would be an advantage.

This position is offered initially as a three-year continuing appointment. An offer of a confirmed appointment (tenure) can be made, subject to satisfactory performance, at the end of this period. The successful applicant will be required to take up duty in January 1983.

Salary for this position will be in the lower half of the salary range for lecturer: $(A)20,963 to $(A)27,636. Applications close on 12 July, 1982.

Applications should be addressed to:
The School Administrator
School of Australian Environmental Studies
Griffith University
Nathan, Queensland, 4111
Australia
Telephone: (07) 275 7427

Further details about the position are available on request.

FREE UNIVERSITY
AMSTERDAM

The Interfaculty of Human Movement Sciences seeks for the workgroup Exercise Physiology and Health:

a professor of exercise physiology

The person appointed will be required to teach and carry out research in the field of exercise physiology as it relates to human movement. He/she must be capable of leading an existing team of research workers – including students working at the Dutch equivalent of the Master's degree and Ph.D. – in cooperation with the Department of Physiology in the medical sub-faculty of the University of Amsterdam.

He/she should be prepared to cooperate in multi-disciplinary research in the field of human movement. The successful candidate will have a joint appointment: in the Interfaculty of Human Movement Sciences and Faculty of Medicine (Free University) and Sub-Faculty of Medicine (University of Amsterdam).

Candidates should have wide experience in self-standing experimental research and teaching in the field of exercise physiology. They should also have had administrative experience and should be prepared to direct a proportion of their total work-time in that direction.

In the case of a non-Dutch speaking candidate being appointed, he/she should be prepared to learn the language within a reasonable period. There are English-speaking personnel already in the interfaculty and all co-workers are proficient in the English language.

In the interfaculty the field of human movement embraces: therapy, rehabilitation, sport, school, ergonomics, the performing arts, etc. The interfaculty is *not* concerned with physical education teacher training.

Salary range according to scale (Dfl. 76,000–110,000 per year). Placement on the scale will be determined by experience and qualifications of the candidate appointed.

Applicants are expected to respect the principles of the Free University as a Christian institution.

Requests for further information should be made to the Secretary of the appointing committee: Dr. H. G. Westra, Jan Swammerdam Institute, le Constantijn Huygensstraat 20, 1054 BW Amsterdam, The Netherlands (tel. Amsterdam 678 4165) or to the Chairmen of the committee: Prof. Dr. R. H. Rozendal, Van der Boechorststraat 7, 1007 MC Amsterdam (P. O. Box 7161), The Netherlands (tel. Amsterdam 548 3318).

Written applications quoting the concerning reference number 731-0782 should be directed to, the Dienst Personeelszaken der Vrije Universiteit, Postbus 7161, 1007 MC Amsterdam, The Netherlands.

ASIAN INSTITUTE OF TECHNOLOGY
Bangkok, Thailand

PRESIDENT

The Board of Trustees wishes to fill the position of President of the Institute which will become vacant on 1st July, 1983. The President is the Chief Executive and Principal Academic Officer of the Institute.

The Institute offers postgraduate programs of study leading to the degrees of Master and Doctor in engineering, science and related fields; it has an international faculty and an enrolment of 600 graduate students drawn from more than twenty countries. The medium of instruction is English. The Institute, which is located 42 km. from Bangkok, is independent but receives strong financial support from governments, foundations and industry.

Inquiries, applications, nominations, and suggestions are invited. Letters, marked confidential, should be addressed to Mr. Fred Bild, Chairman, Presidential Search Committee, AIT, PO Box 2754, Bangkok, Thailand and should arrive not later than the 1st September, 1982.

SOUTH AFRICA
UNIVERSITY OF
DURBAN-WESTVILLE

Applications are invited from suitably qualified persons with appropriate academic and experience to the post of:

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Persons in any of the following fields are recommended to apply: Commonwealth literature, African literature, literature and drama, literature and the media, literature and linguistics, English language.

The salary attaches to the post will be in the range R31 968 – R36 996 per annum. It is applicable to persons in an approved service capacity at 93% of one month's salary.

Further particulars may be obtained from the Registrar (Academic), University of Durban-Westville, Private Bag X54001, Durban 4000, South Africa, with whom applications should be lodged not later than 28th June 1982.

REMINDER

Copy for advertisements in The THES. Should arrive not later than 10.30am Monday preceding the date of publications.

Don's diary

Sunday

I have taken to throwing the hammer occasionally on Sunday mornings. It all started when my two daughters became county junior discus and shot champions, and I got fed up of standing around with all the other competitors' fathers comparing redundancy schemes and swapping steroids. I also believe in learning something new each year, on the grounds that spending your life teaching students topics you know well makes you forget what it is like to be a novice perplexed by the rudiments of a subject; hurling the hammer is certainly tough for learners.

There comes that awful moment when, having circled the wretched thing over your head two or three times you start your three body rotations. At this point, philosophers should note, mind and body part company, and you either garotte yourself or are irrevocably dragged into something approaching a throw. It makes a conversation piece over dinner at a conference of overseas academics whose luggage British Airways has managed to send to New York. Our national airline is about as well coordinated an outfit as my body on a Sunday morning. At least I dispatch in the right direction.

Monday

A sneezing fit announces the onset of hay fever. We antihistamine connoisseurs hate to indulge early in the season, but with 200 students in my first lecture and other lectures and tutorials during the day I face a dilemma. Should I battle on without chemical help and face the embarrassment of seeing the less discriminating students write down the sneezes alongside my jewels of information, or should I risk the side effects of an antihistamine tablet? I have been close to sleep in other people's lectures, but have never yet nodded off in one of my own. I settle for swallowing my pride and a tablet.

Tuesday

What committees do we want to be on next academic year, inquires the note from the administration. I remember a meeting when these dubious perks were shared out and one colleague was particularly keen to be on the discipline committee. No one had the heart to tell him it was mainly about unpaid parking fines and offered little scope for moral rectitude.

Over coffee someone mentions academic enterprises, a new committee set up to raise money. The idea of course, is splendid, but although academics need some entrepreneurial skills in teaching and research, most of us are clueless about raising the vast sums of loot needed to bail us out of our current government imposed misery. One wizard suggested selling our lecture notes. Can you imagine? Not exactly the sort of stuff to send brokers scuttling across the Stock Exchange floor, unless they are the fathers of students who have asked them to purchase at any price and then incinerate the originals.

A trip to Cornwall in the evening to talk to a conference of teachers reminds me that the Cornish let visitors in free over the Tamar Bridge, but charge them 40 pence to leave, an idea I must remember to send to academic enterprises.

Wednesday

A morning with research students is both frustrating and exhilarating. One would like to get more involved with each project than time permits, but at the same time sharing the problems and discussing results is a great stimulus.

I have one student doing research into the teaching done by nurses. She has collected fascinating data from many hours of analysis and observation on the wards. I recognize the parallels with teaching in locations with which I am more familiar, but it is the control of nurses over their patients which is striking. My dentist establishes control by strapping you in a horizontal position to his trendy chair, filling your mouth with cotton wool and then jacking you up to the ceiling and back prior to excavating your mouth.

Thursday

A cancelled meeting gives me al chance to read a book on educational management as I am due to talk to a conference of secondary school heads shortly. Contraction of schools and universities means the opposite of the Peter principle, with people being promoted below what they are capable of rather than beyond it.

An evening meeting of school governors mises the question of the local education committee's attempted ban on political education throughout the county. I am the university representative on the county's education committee and the meetings make senate look positively rational.

In the past two or three years they have passed a motion repealing the Sex Discrimination Act, officially recognized a field centre run by a creationist group, and tried to ban set books with rude words or antiwar poems in them. It can only be a matter of time before someone takes a close look at *The Bible* and Shakespeare and they too bite the dust.

Friday

Discussions about next year's budget, should we have one, turn to microcomputers, an increasing annual expense. By coincidence I read that Professor Dan Peck of San Francisco State University has started a smash-the-micro movement, which I am tempted to join after trying to get the right wires in the right DIN plug holes for the BBC machine which has inadequate technical instructions.

Apparently Dan Peck believes far too much money is being spent on micros for the return they yield, and that most of the software is banal. I met him a few years ago when he came to Britain, and sympathized with him for having a live in an American city where the streets were not too safe. It was exaggerated, he told me. He had only been mugged once and that was in Leicester Square tube station the previous day.

A publisher's royalty statement tells me a book I once wrote has sold one copy in India. I must find the purchaser and congratulate him on his taste. I shall assign the whole of my Asian royalties to academic enterprises. It sounds magnanimous, and every 10 pence helps.

Saturday

Time to look through the morning post before leaving to compete in the county athletics championships. I have put six metres on my throw recently by imagining the hammer head in Rhodes Boyson's bald pate. My daughters win titles again, but even pretending the hammer is Sir Keith Joseph gets me nowhere near the leaders in my event.

I mustn't throw Sir Keith too far as I am due to meet him at a conference soon. He usually starts off his conference addresses by asking how many academics are in the audience. Once mine was the only hand up, the rest, after the showing of *The History Man* on television, presumably too scared to own up. You can tell he likes us. I had referred to him as an android and called him Sir Monty Python, so over lunch he asked me twice which university I came from. Academic enterprises will be pleased.

E. C. Wragg

The author is professor of education and director of the school of education at Exeter University.

A magpie's life is not a happy one

Patrick Nuttgens

I was talking to a polytechnic director who like all such people is a clear headed, determined and kindly man, and he told me he had recently taken up collecting things. It would be wrong of me to say what he has started collecting because that might put up the prices and then he would become as poor as the rest of us.

But I wonder whether I should warn him of the dangers. I have no interest in collecting things, except accidentally, and have indeed on two occasions been rather glad when everything got lost. There is a delicious freedom in knowing that you are unencumbered by property. But I have heard about the deep-seated passion for collecting things and have seen it at first hand.

There are of course advantages, especially in trivial things. I am married to a Scot and know how difficult it is to throw things away. We keep in the house all sorts of things which many come in useful sometime. Sir Hughesson used to refer to his aunt who, he says, has a drawer in her desk labelled "little bits of old string too small to be of any use". She is not alone. We keep old jars and bottles and especially lids. I don't know how these unattached lids get there, apparently without the cans which they ought to sit on, but there always seems to be a collection of syrup tin lids stuffed into drawers along with odd nails and screws and small steel tools whose use is is impossible to imagine.

The irritating aspect about all this is that now and again the syrup tin lids are useful. Just occasionally I find myself thinking, "if only I had a syrup tin lid I could mend this damned thing". Suddenly my wife will emerge with the very thing. There is a smug smile of triumph on her face and she doesn't need to say I told you so. At one time I used to carry out a raid on the working parts of the house every Saturday morning, clearing things away and filling the dustbin. Experience has taught me to cease that operation.

The same thing happens at work. Trying to sort out a problem of the kind that can afflict a polytechnic director at any moment, I wander into my secretary's office and say "You haven't by any chance got a very long piece of shoe lace that might tie up all this material." And she says "Funny you should be looking for that. My grandfather used to wear huge boots with long laces and since he had only one leg there was only one long lace left when he died and I kept it in case it should come in useful." And she will reach into a drawer stuffed with things that might come in useful one day – medicines and patches and bandages and pins and pieces of paper and little bits of paper too small to be of any use – and find the very thing.

The keenest collector I ever knew was a man who, when I got to know him, was already approaching retirement and seemed to me even older. He was tall and lean and leathery with a long stride and bright eyes peering everywhere for anything that might be worth taking back home. His observation was keen and exact. And since he had three editions of the *Encyclopaedia Britannica*, each with one or two volumes missing, he was a mine of information.

The volumes of the encyclopaedia came from his regular forays to sales, where he picked up anything that might come in handy. One day he bought 30 school desks. They followed him home on a lorry but could not fit into his house. So they found their way down to his field, which gradually filled with treasures. There were bookcases and cabinets, tin trunks and boxes, stuffed with useful objects, like odd gloves (several hundred) and odd wellington boots. He also bought garden tools. There were scythes and sickles and hammers and pliers still in their wrappers.

The passion for collecting had got him when he returned from the East. Rumour had it that he had never got round to unpacking the trunks that came back with him and there must have been mosquito nets and topees (and no doubt cleft sticks for sending notes in) among the collection. In his bedroom he stacked up every copy of *The Times* and *Telegraph* for over 30 years until there was no room left in the room and he had to sleep in a shed in the garden. The floor gradually bowed down under the load and they had to fill the cracks in the plaster of the ceiling beneath. When the papers were finally removed the floor regained its shape and all the plaster fell on to the floor.

The filing cabinets were filled with information. Every day before striding down the hill and taking the train to London he typed a note in triplicate, giving the temperature and barometric pressure, the weather forecast and any useful reminders for the day; he took one with him, left one for his wife and filed the third. He also filed his nail clippings. They were stored in brown envelopes and filed under Left Foot and Right Foot and the date.

That does seem to be to be carrying the collecting habit a bit far and I shall certainly keep an eye open to make sure that it doesn't take over in our house. I do like to keep the place tidy and uncluttered, which means making sure that everything is at right angles to the next thing or at least parallel to it. On the other hand, as I sit here at my typewriter, adding more paper to the boxes all round me, I wonder if I ought to do something about it. I hadn't noticed what it was like until I wrote this article. There are 13 books on the desk, about 20 periodicals, a camera and two boxes of slides, several sketch books, a pile of paper including minutes of everything, a dish full of some plastic yellow and black things and a handful of disused pen caps; the bookshelves are all full and there are books lying across them horizontally, files interspersed, several pictures leaning against them or stuffed behind other pictures on the wall I have just noticed – my God – that three chairs are piled with books and that all the window sills are littered with old copies of newspapers such as the *Times Higher Education Supplement*, mostly with one or two pages missing.

Before I clear it up I must advise this other polytechnic director to be careful. Come to think of it I can't clear it up. There isn't room to shift the books to. It might sort itself out in some spontaneous way if I leave it alone. What a relief.

The author is Labour MP for Derby North.

Survival or extinction

continued from page 13

was profitable to wire up, and not to the rest. Where the universality of modern broadcasting was thus diminished that would be a loss and not a gain.

All this is not so far in the future. With deliberately low-key publicity a British company, Satellite Television, has rented space on a European Space Agency satellite to beam old British and Australian television programmes to cable systems within the European "footprint". So far they have toe-holds in Norway and Finland, small countries whose national cultures have not been able to sustain great vigour or variety in their television.

The market for English language programmes in countries which are being cabled is enormous and those concerned have a visionary zeal for the Euro-culture of the future, without worrying too much about Anglo-Saxon cultural hegemony and its effect on small countries with austere public service traditions. Once the main European satellites are launched, however, we may be on the receiving end of an ultra popular English language service transmitted from Luxembourg or Ireland, initially piped through cable, but later coming direct to the home with its own advertising, once the technology and the price of the dodgiest "dish" aerial make this feasible.

The European governments are still talking about international regulation. In the game of grandmother's footprints now being played no one wants to be caught in someone else's shadow, but all will be. Britain, under the same industrial pressures which are powering cable, has rushed into building and launching a small 2-transponder satellite by 1986. Its two services are to be leased to the BBC for a box office and a repeats channel respectively. The dinosaur may be said to have eaten the eggs of its rival.

This development illustrates the adaptability of the great broadcasting institutions. The BBC, like the Abbe Sieyes, survives. It already has a financial breathing space with the £46 licence fee, giving it a total income from this source of £673m. With this it is supposed to provide as nearly as it can the same service to all licence holders. But the costs continue to soar, network drama at £190,000 per hour has increased by 118 per cent in the past five years, sport at £23,000 per hour by 109 per cent.

The licence cannot keep pace. So the corporation has moved into other areas. It now has a turnover of £75m from its BBC Enterprises sales, co-productions, and publications – it not gain to revenue of £10m. It markets its own computers. Now it has gone into both cable and satellites as well, so that if the mass audience breaks up there will be life for the Corporation beyond the fragments. All this has not been done without what Brian Wenham calls "a certain institutional schizophrenia". BBC Enterprises pumps out a mix of movies in which it has rights, to a London cable company, Vision Hire, for its 170,000 subscribers. The pay-TV satellite will again be dominated by the "home box office" concept. Movies and sport will predominate. To justify the subscription they will have to be better than the service available to the ordinary viewer. Under its new charter the BBC can elude itself at will as an international supplier of old and new material, once it can get agreements with the unions and – if it chooses – other British and foreign cable systems.

The £60m annual revenue which the Corporation expects to earn from its services may not materialize. Film producers may prefer the home video market – booming here as it has never done in the States. The cost of the relatively small number of new films made each year in English – 150 at most – will be forced up. But the introduction of two new optional national television channels in 1986 will have a major effect on the ecosystem of broadcasting. It will diminish the audience for Channel 4, and probably for BBC2. It will leave the BBC open to the argument that if it will not live by the licence fee it must go to the market for the extra revenue it needs. And the BBC will be helping, through its activities in cable and home video, further to fragment that mass audience for whom public finance is intended to cater.

My conclusion is that in the multi-media future those who have power, whether corporate like the BBC or economic like the companies and facility houses, will continue to exercise it, subject to public regulation. They may change their form, as the BBC is doing. They may make all manner of programmes for minority interests, education and high culture. But a diversified and fragmented market will still be one where the market rules apply. The best that can be said for this is that the best is brought to the most, at the fairest price if the obligations of a public service are to be preserved. If that means defending the dinosaurs' eggs, so be it.

LETTERS TO THE EDITOR

The real options for Royal Holloway and Bedford

Sir, – I was interested to read both your factual account and your opinions of the proposed merger between Bedford College and Royal Holloway College (*THES*, May 21). Your editorial, in particular, raises the question of just what sort of institution would emerge as well as its viability. An answer to this question is certainly vital to the future of the colleges; so far we agree. However, your treatment of the alternatives to the merger is not so satisfactory.

It is simply not consistent to say that Bedford must examine all its alternatives before coming to a conclusion, and then give only a cursory treatment of the other possibilities. A clearer view of the options available to the two colleges is necessary for any real appreciation of the decision to merge.

Both Bedford and Royal Holloway are small multi-faculty colleges of London University. As such their vulnerability to the cuts, in both academic and financial terms, is much worse than that of larger colleges such as UC and King's. As part of London's long-term planning the SARCs, the boards of studies and the senate itself have demanded the reduction of science teaching to five sites, one being Royal Holloway. I am not confident that teaching science independently in reduced departments on the Regents Park site will find much favour at Senate House.

More critically, the financial position of both colleges does not augur well for such an independent existence. It is easy to encourage considered decision-making from a position of security. From the point of view of Bedford College, such lengthy deliberation is a luxury which can be ill-afforded.

Given that "carrying on regardless" is not really an option available, what can be done? A complete institutional merger with Royal Holloway is one possibility but no other "receiving" institution could practically accommodate the whole of Bedford. The alternative is to simply parcel out parts of the college to those institutions willing to receive them – in effect a dismemberment of Bedford and a destruction of its identity. Hardly a satisfactory outcome to Jean Rook's "bugle-blowing" for the college.

On the more positive side, a merged Bedford and Royal Holloway College will have a number of unique strengths for a multi-faculty school of the university. The "suburban Surrey campus" in the "semi-rural hinterland of the Green Line bus" has consistently shown its ability to retain staff and attract students who would otherwise not consider coming to London. I have no doubt that it will do so in the future; the semi-rural hinterland is in fact within easy reach of Slough, West and Central London and the Bracknell area. The potential for close work with industry is thus significant particularly in the field of micro-electronics. It must be remembered, too, that both colleges have strong and unique characters, which remain nevertheless compatible. The advantages that Bedford and Royal Holloway have in attracting women students, for example, are not to be lightly dismissed.

The two colleges themselves have come in for much criticism over their current situation. Such criticism strikes me as being ignorant of two things. First, there are good academic reasons for merging even without the present financial threat. Second, we are in danger of forgetting the reasons for the current crisis in the universities. Higher education has had major faults: its autonomy in the hands of academics; its inflexibility in selecting students and the courses it offers; and its domination of secondary education; all these have made the universities an irrelevance to most of the electorate and an easy target politically, for a government with little policy for education except cutting.

Given the present Government's record of support for higher education and the need to improve education provision for the 16–18 age group, it seems unlikely that a "rescue package" for any of the universities will be forthcoming. I hope that the traditional conservatism shown by the universities in the face of the need to change will not stand in the way of the survival of Bedford College and Royal Holloway College and their attempt to create something new inside London University.

Yours faithfully,
GAVIN MOORE,
President
Royal Holloway College,
Students' Union Society,
Egham, Surrey.

Sir, – Your admirable leader on the future of Bedford College underplays one key factor: the cost of science provision. For years now the smaller London colleges – Bedford, Westfield and Royal Holloway – have found it very difficult to maintain a full range of science departments. Rather later in the day, the university has recognized the problem by its decision to concentrate the sciences on no more than five sites: UCL, QMC, Imperial, Royal Holloway and King's. The logic of that decision, however, should mean fewer faculties, rather than fewer colleges. After all, Imperial College has no arts faculty, and LSE no science. So far, no one seems brave enough to seize the one option which makes academic, financial and geographical sense: firstly, a redistribution of science departments, secondly, a college of arts and social sciences situated in North West London and based on an alliance between Bedford and Westfield.

No doubt we shall be told it is all too late. But before we start burying the corpses, let's at least get the diagnosis right: Bedford and Westfield are both "dying of a long word": multifacultimania.

Yours faithfully,
J. MORDAUNT CROOK,
Bedford College, London.

University pay

Sir, – The University Authorities Panel and AUT are currently making strong representations, through the negotiation machinery, to Government for additional funds. These are needed to facilitate the award to university teachers of no less favourable treatment than the Government has already conceded to other comparable groups.

The Government now seems to recognize that its original 4 per cent guideline is too low. They should equally recognize the consequential need for additional funds. They are providing additional funds to the RSG to facilitate the pay award to doctors and others. They have referred to possible future use of their contingency fund to assist payment of the Civil Service pay increase. The local authorities are not receiving additional funds but then, they can pay the teachers' increases from their rates revenue. The universities have no such independent finance to fund salary increases. We are totally dependent on Government funds.

The various percentages mentioned in your columns as "claims" and "offers" have, of course, played a part in our negotiations, as they do in any salary negotiations. However, despite the inevitable percentage game of any pay negotiations, both the AUT and the UAP have seen from the very beginning that the central (and obvious) issue was the provision of additional funds from the Government. We are both united in our conviction of the justice of our case for more funds.

Whatever the ultimate outcome of the current negotiations, the cash limit straitjacket will continue in the future. We fell behind other comparable groups in the last pay round. We may fall behind a little further this year. Presumably, if nothing is changed, we will fall behind further next year. The cash limit straitjacket is producing a sequence of settlements which, slowly and surely, steadily erode both the real and relative value of our salaries. This erosion is common to most public service groups. I have yet to meet any union negotiator who regards increases in the range of 5 per cent to 6 per cent as a victory.

AUT has begun the process of developing a salary strategy for the future. A first basis of this strategy must be the realization by all of us of the long-term consequences of a sequence of "realistic", "sensible" cash limited settlements. Otherwise university teachers, including Laurie Taylor, can look forward to a university system which not only has fewer researchers and teachers, not only offers fewer educational opportunities to less of our young people, not only has compromised academic freedom but cannot even offer its staff, teaching and non-teaching, a decent and competitive salary.

Yours sincerely,
ANDREW TAYLOR,
Chairman, AUT Salaries Committee,
University of Liverpool.

African universities

Sir, – By concentrating his attention almost entirely on Central Africa Ben Kanganga (*THES*, May 14) may have given a false overall impression of the situation in African universities to those not familiar with many of them. My experience of the University of Ghana and, I would imagine, that of 'expatriates' who have taught in other English-speaking West African states (especially Nigeria), where Africans have held the majority of posts – including headship of department – for many years indicates that there the role of the universities is very much a matter for African decision.

That this has not *necessarily* meant that universities in these states have involved themselves with local and, especially, developmental problems and that, indeed, certain expatriate university teachers have had a greater awareness of the need for such involvement and 'relevance' than certain of their African colleagues is a question requiring different and deeper consideration.

Yours faithfully,
ROGER G. THOMAS,
29 Leygreen Close, Luton.

English standards

Sir, – My attention was drawn to a short report entitled "Quality Control" (*THES*, April 30). In this it is reported that Professor Brian Cox of Manchester University has expressed concern about undergraduates' standards of English.

This is something which has worried me for the past five years. A senior general practitioner in this town invited me to read an exercise which he had set medical graduates who were trainees in general practice. They had been given a clinical situation and asked to write a letter of reference to the hospital concerning a patient whose admission they wished to arrange.

Of the 15 student doctors in the group, 12 wrote a very competent letter. Three however, wrote a letter which was in some respects misleading and this was clearly due to the fact that they could not handle the English language adequately in writing to express their meaning.

Just two or three weeks ago I spoke to six undergraduate medical student at this university, concerning something which he had written for me. I said to him that the content was good, although I was not totally happy about his use of English. His quick reply implied that he knew he had a problem in this regard, but he blamed the comprehensive school where he was educated. For those pupils who had a scientific bent, English was not necessarily taken to O level.

I share Professor Brian Cox's concern. Of all the countries in western Europe, only England and Wales require students to specialize from the age of 16. Fortunately many schools require students to do more than the bare minimum for them to achieve entry to the desired university courses. A significant minority of our undergraduates in the sciences and in medicine, have difficulty in making themselves understood in written English.

Your faithfully,
K. JOHN DENNIS,
Professor of Human Reproduction and Obstetrics,
University of Southampton.

Judging the public sector's weak courses

Sir, – Your leader, "'Weak' Courses and NAB" (*THES*, May 14) contains much to be commended. Certainly the existence of "weakly supported" courses does not necessarily mean that resources are being used inefficiently: the reverse can be the case when staff who would otherwise be under-employed can be more effectively used; also certain specialist courses will always have small numbers either for safety reasons or other factors such as the attitude of professional bodies or placement opportunity, which may limit the size of the group – in such cases one would hope that the approved minimum number of students would take this into account, but this is not always the case. For individual courses, only the institution can make sensible judgments in particular circumstances and in the light of their overall SSR's or unit costs.

However, there are cases where institutional judgment is not sufficient. Where courses in an area of work are weakly subscribed nationally over a period a national appraisal is required, for decisions need to be made for the forward planning of staff, equipment and other resources.

One such area is presumably pharmacy which NAB is now looking at; other health and paramedical courses may also need reviewing. Another candidate must be nautical education where the decline in the Merchant Navy's manpower needs is already affecting student recruitment and the situation is likely to worsen. A national review of provision is needed. The situation is complicated in that such a review would need to take account of non-advanced provision as well as advanced nautical education; but it is difficult to see a body better placed than NAB to undertake such a review – or at least set the ball rolling.

Your leader is right in stating that reviewing individual weakly subscribed courses is not an appropriate basis for proceeding to rationalization – but a scrutiny of such courses over a period can throw up national problem areas, and this is surely an appropriate role for NAB: to decide from the information which areas require a more detailed investigation. Ideally, to be meaningful such a study should not be confined to the public sector but would need to include provision in the universities.

Yours faithfully,
Dr I. C. CANNON,
Deputy Director (Academic),
Plymouth Polytechnic.

Returning from overseas

Sir, – The Council for Education in the Commonwealth was established in 1959 to concern itself with the problems of education in the Commonwealth, and Britain's contribution towards a solution of those problems. The council has been asked to investigate the experiences of teachers who return to the United Kingdom after teaching overseas. We have reason to believe that such teachers are less able than other teachers to obtain suitable appointments in the United Kingdom. If this is the case then it has serious implications for Commonwealth countries wishing to recruit United Kingdom teachers.

Therefore the council asks any teacher or lecturer recently returned from overseas who has encountered serious difficulties in obtaining employment in the United Kingdom to communicate with me as secretary of the CEC Working Party. Any information given will be regarded as confidential.

Yours sincerely,
H. M. STEDMAN,
Assistant Secretary, AMMA,
29 Gordon Square,
London WC1H 0PX.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

Union view

Bread and butter: the real challenge

Some 500 delegates will give up their Spring Bank Holiday weekend and travel to Newcastle to attend the association's annual conference. While press reports will probably emphasize those motions to affiliate to the Campaign for Nuclear Disarmament or the motion suggesting that unilateral disarmament and withdrawal from Nato is the best defence policy for Britain, the vast majority of motions continue this year, as in other years, to deal with the "bread and butter" issues facing the association.

There is for example a major composite resolution relating to the New Training Initiative and the MSC's Agenda for Action. It is supported by seven regions and the national executive committee and will certainly form the basis of one of the major debates in conference. This whole development will impose a major upheaval on the further education system and the speeches around the resolution will echo the fears of a substantial proportion of the membership.

At a time when the Government's response to the MSC Task Group's report is still awaited, harsh words will undoubtedly be said about Norman Tebbit's repeated threats to withdraw Supplementary Benefit from those young people who do not wish to enter the proposed training scheme.

Above all however there will be a concern to ensure that the role of further education is properly recognized within the context of the new proposals and that many of the existing problems and difficulties concerning the MSC's role in relation to the further education service are ironed out in any new system that is established.

Similarly five regions have produced a composite resolution emphasizing the association's continuing campaign of opposition to redundancies and sets out for the national executive the main elements of this campaign for the coming year. Higher education's concerns are reflected in resolutions, not just about cuts and redundancies, but the work of the new National Advisory Body. Will it, after all, prove to be a Trojan Horse?

A composite motion on the 1982 Employment Bill and the TUC campaign of opposition to its proposals also stands high on the agenda. Natfhe of course is potentially vulnerable to the sanctions which the Employment Bill sets out since so many of the association's campaigns and related action could readily be deemed "mainly or wholly political" as they relate to the effects of the public expenditure cuts and seek to bring about a reversal of these cuts both locally and nationally.

Fringe meetings have now become an established part of the conference and provide opportunities for an exchange of views away from its formalities. There will be a TUC speaker on the Tebbit Employment Bill, a fringe meeting to discuss education and training, and a further meeting on the National Advisory Body with the secretary to the body as the main speaker and at least one meeting on current aspects of Women's Rights.

The newly elected national executive committee will be left to carry through the policies conference has laid down. That will, of course, represent the real challenge since the prospects facing education and the trade union movement have rarely been bleaker. It will be for conference 1983 to determine its verdict on their success or failure.

Jean Bocock

The author is the assistant secretary for higher education of the National Association for Teachers in Further and Higher Education.